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ABSTRACT

Developed to serve as a comprehensive human resource directory of adult educators in Pennsylvania, as a conceptual framework for adult basic education (ABE) in Pennsylvania and as a resource guide for ABE staff who wish to sponsor local inservice projects, this handbook provides general information about ABE, adult education services and linkages, and ABE program development and program implementation. It consists of 11 sections. Each of these sections is a collection of articles authored by Pennsylvania practitioners in the field of adult education. Included among the topics addressed in the guide are the following: the history and nature of adult education; the adult learner; types of basic and secondary ABE programs; counseling and support services; instructional processes; initiation, design, and implementation of ABE programs; cooperation, coordination, and linkage; adult education services; professional organizations; and new trends in adult education. (Included is a handbook supplement outlining the development of the guidebook.) (MN)

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PENNSYLVANIA ABE HANDBOOK
SPECIAL SECTION 310 PROJECT

July 1, 1979 - June 30, 1980

(and) SUPPLEMENTS TO THE PENNSYLVANIA ABE HANDBOOK
FINAL REPORT. July 1, 1981 - June 30, 1982

Edited by

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D E D I C A T I O N

This Handbook is dedicated to the many ABE practitioners in Pennsylvania who helped with this endeavor and in particular Meredyth Leahy whose contributions were invaluable, Ethel Matthews for her encouragement and support and Helen Soltis, Sharon Kerr, and Maribeth Wisor from the Continuing Education staff who endured this project to its completion.

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I. INTRODUCTION

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A. Overview of the Handbook

The Pennsylvania ABE Handbook is directed toward practitioners in the field of adult basic education. It was developed as a result of a need in the field to bring together a wealth of information that has never before been found in one common resource book. The Handbook shall serve as a comprehensive human resource directory of adult educators in Pennsylvania and as a conceptual framework for ABE in Pennsylvania. The Handbook may also serve as a resource guide for ABE staffs who wish to sponsor local inservice projects.

The Handbook provides general information about ABE, adult education services and linkages, and information on how to initiate, plan and implement ABE programs. All of the ABE programs described are funded by the Division of Adult Education and Training Programs at the Pennsylvania Department of Education. The programs at the Division are provided under the Adult Education Act of 1978, Title VIII, P.L. 95-561. The federal funding allotment to Pennsylvania is $5,620,657. The federal funds are the only source of funds available to directly serve ABE programs at this time. This single source can provide for only 1% of the target population as identified by the Pennsylvania statewide needs assessment of 1979.

The ABE Handbook is made up of a collection of articles authored by Pennsylvania practitioners in the field of adult education. The name, address and telephone number of the author or contact person appears at the beginning of each article. The topics are broad enough to apply to the many different ABE, GED and ESL settings. The articles address all levels of ABE, GED and ESL and encompass all professional roles common to the field. In some cases the articles have been heavily edited to avoid repetition. However, even after editing there still remains some duplication. This duplication reinforces important concepts about ABE.

The Handbook is organized by chapters and numbered so that sections can be modified and replaced in the future. It is recommended that the Pennsylvania ABE Handbook be revised immediately following the completion of each Pennsylvania Adult Education State Plan so that it always reflects the most recent Adult Education Act.

B. State Plan: Goals and Objectives

An Adult Education Task Force was created, based on federal requirements, to develop the Pennsylvania Adult Education State Plan, 1980-82. The task force was comprised of forty-four members representing a wide variety of agencies concerned with adult education. A facilitator worked with the task force and the state director of Adult Education to coordinate four meetings and the development, editing and writing of the state plan. The development of the state plan began on December 14, 1978 and was officially approved by Acting U.S. Commissioner of Education, Mary F. Berry, on July 23, 1979.

The Pennsylvania Adult Education State Plan, 1980-82 was based on the Adult Education Act of 1978. The Act states that emphasis should be given to the adult population which is least educated and most in need. The overall purpose of this plan, as stated in Section 302 of the Act, is to expand educational opportunities for adults and to encourage the establishment of adult education programs that are directed toward the following goals.

Goal 1: To enable all adults to acquire basic skills necessary to function in society.

Goal 2: To enable all adults who so desire to continue their education to at least the level of completion of secondary school.

Goal 3: To make available to adults the means to secure training that will enable them to become more employable, productive and responsible citizens.

The task force identified a single set of objectives to be accomplished over the next three years. The objectives are organized around the goals listed in Section 302 of the Act. (The goals and objectives are listed on the next page.) Each objective is expanded into activities, resources, responsible agencies, and performance indicators in the implementation section of the state plan. Adult educators may obtain copies of the Pennsylvania Adult Education State Plan, 1980-82 in hard copy or in microfiche from AdvancE, Stayer and Research Learning Center, Millersville State College, Millersville, Pennsylvania 17551, (717) 872-3481.

PENNSYLVANIA
ADULT EDUCATION STATE PLAN (1980-82)

GOALS AND OBJECTIVES

PURPOSE: The purpose of the State Plan is to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will --

GOAL 1: To enable all adults to acquire basic skills necessary to function in society.

OBJECTIVE 1. To enable adults in the counties that currently lack community based ABE programs to receive ABE services.

OBJECTIVE 2. To establish ABE programs in counties where they are non-existent.

OBJECTIVE 3. To increase ABE student/client participation in the counties with the greatest need.

OBJECTIVE 4. To increase the retention/completion rate of ABE students/clients so that more students/clients achieve their personal, family, career, academic, economic, civic, occupational and/or consumer goals to enable them to function better in society.

OBJECTIVE 5. To incorporate/maintain adult functional competency curricula in all ABE programs.

OBJECTIVE 6. To maintain ABE services for populations already served.

GOAL 2: To enable all adults who so desire to continue their education to at least the level of completion of secondary school.

OBJECTIVE 1. To provide adult secondary education to those who wish to continue beyond adult basic education.

OBJECTIVE 2. To increase the enrollment of adult secondary education programs with emphasis on special target populations such as limited English-speaking adults, immigrants, handicapped, older adults, minorities and women.

GOAL 3: To make available to adults the means to secure training that will enable them to become more employable, productive and responsible citizens.

OBJECTIVE 1. To provide counseling to all adult basic and secondary students.

OBJECTIVE 2. To require that all adult basic/secondary programs link with community agencies which provide job training and/or placement services.

OBJECTIVE 3. To provide for special target groups (i.e. limited English-speaking adults, immigrants, handicapped, minorities, older adults, and women) personal, educational and career counseling, and other support services in all adult basic and secondary programs.

C. Definition of Terms

1. Adult Basic Education (ABE). Programs designed for adults who have not attained functional competency in basic skills at the eighth grade level.

2. Adult Education Act. The Act was signed into law by President Carter in November, 1978. It provides for expansion and outreach of ABE programs. The Act requires broad participation of agencies, institutions and organizations in planning and carrying out ABE programs.

3. Adult Education Association of the United States of America (AEA/USA). A national and international adult education association offering both individual and organizational memberships. The association promotes increased lifelong learning opportunities for all people.

4. AdvancE. Pennsylvania's adult education resource clearinghouse.

5. Adult Learning Center. A place where adults voluntarily congregate to learn in a structured learning experience. It is open full time with comprehensive counseling services.

6. Adult Performance Level (APL). A study which began in 1971 when the U.S. Office of Education awarded a research grant to the University of Texas at Austin.

7. Andragogy. The art and science of teaching adults.

8. Area Agency on Aging (AAA). Agency mandated, by the Older Americans Act, to plan and develop comprehensive and coordinated delivery systems for social and nutrition services needed by older persons.

9. Comprehensive Employment and Training Act (CETA). The Act was signed into law by President Carter in November, 1978. It extends public service employment, job training and most other authorized employment-related programs through Fiscal Year 1982.

10. Competency-Based Adult Education (CBAE). A performance-based process leading to mastery of basic and life skills necessary for the individual to function proficiently in society.

11. Educational Resources Information Center (ERIC). A national information system which obtains and makes available hard to find, often unpublished, information in education.

12. English as a Second Language (ESL). A program to teach adult students (who speak languages other than English) to understand, speak, and write English.

13. General Educational Development (GED). Programs which are designed to prepare adult students for successful completion of the high school equivalency course of study.

14. National Advisory Council on Adult Education (NACAE). A fifteen member Presidentially appointed body established under the 1970 amendments to the Adult Education Act of 1966. The members serve for three-year terms, five members retiring, five new appointees joining the Council each year. The chairman and vice-chairman are elected from among the appointees and serve one year.

15. National Affiliation for Literacy Advance (NALA). An association which provides training in the Laubach method of teaching reading to combat illiteracy.

16. National Association for Public Continuing and Adult Education (NAPCAE). A national professional organization representing adult educators and service providers for adult education programs located in a variety of settings such as public schools, community colleges, universities, government agencies, businesses and industries.

17. Opportunities Industrialization Centers (OICs). Organizations dedicated to the reduction of unemployment and poverty for the youth and adult.

18. Outreach. Expansion of services of ABE programs to reach underserved special target populations.

19. Pedagogy. The art and science of teaching children.

20. Pennsylvania Association for Adult Continuing Education (PAACE). The state professional organization representing adult educators and service providers for adult education programs in a variety of settings such as public schools, adult learning centers, community-based programs, state hospitals, state correctional institutions, county jails and prisons, community colleges, universities, governmental agencies, and businesses and industries.

21. Satellite. An outreach location, usually associated with full-time ABE operations, which provide the same services on a limited basis.

22. State Plan. A Federal-state agreement for carrying out the purposes of the Adult Education Act.

D. Glossary of Acronyms

ABE	Adult Basic Education
AEA	Adult Education Association
ALC	Adult Learning Center
APL	Adult Performance Level
CAP	Community Action Program
CORE	Congress of Racial Equality
EIC	Educational Information Center
EOA	Economic Opportunity Act
ESL	English as a Second Language
GAE	General Adult Education
GED	General Educational Development (test)
HEW	Health, Education, and Welfare, Department of
HUD	Housing and Urban Development
MDTA	Manpower Development Training Act
NAPCAE	National Association for Public Continuing and Adult Education
OIC	Opportunities Industrialization Centers
OJT	On The Job Training
PAACE	Pennsylvania Association for Adult Continuing Education
PDE	Pennsylvania Department of Education
SAE	Secondary Adult Education
SPARX	Service Provider Agency Resource Exchange
TESOL	Teaching English to Speakers of Other Languages
VISTA	Volunteers in Service to America
WIN	Work Incentive

II. WHAT IS ADULT EDUCATION?

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A. A Brief History of Adult Education, Perspective I

A comprehensive approach to the history of Adult Education reveals a notable paradox. The education of adults is both the oldest and newest of educational endeavors.

In some of the first records of man the connotation of the word teacher is not a young person surrounded by children but rather a wise person who talked, argued, and exchanged experiences with other mature men and women. Recall Socrates, Confucius and Christ. The medieval universities, from which present-day universities sprang, were not exclusively for the young. They were communities of scholars where the idea of continuing education was pursued by student and teacher alike. The writings of Comenius (1592-1670) reveal an emphasis on lifelong learning for all people.

Presently Adult Education in America is experiencing a resurgence due in part to the fact that education is in a period of redefinition. The current wave of criticism by educators and non-educators alike, the drop-out rate, the recent illiteracy studies, and the financial crunch of declining school enrollments are some of the factors which have contributed to the need for a redefinition of education, for a new education based upon new assumptions. Discernible is a movement toward lifelong learning and the education of adults.

The tradition of education for adults in America can be traced to the colonists. Beset as they were with problems of survival, they nevertheless began early to make provisions for education. True, the primary interest in education was for their children, with an eye for the growth of their new country. However, in a less organized way they also provided for the colonists themselves, realizing the need for an informed electorate if democracy were to function well. Also, their notion that people can get ahead if they are willing to work hard has greatly influenced the development of Adult Education in this country. Autobiographies of Thomas Jefferson and Benjamin Franklin reveal an emphasis on self-improvement.

A chronology of Adult Education programs begins with vocational training by way of the apprenticeship system, a necessity because survival depended on the ability to produce the essentials of life. Later came a national network of local study groups known as lyceums. Their success in turn provided incentive to pursue another form of adult education known as the Chautauqua

Institution. Evening school or "night school" was established in public schools to meet such specific adult needs as Americanization class, vocational training and high school completion. The expansion of the evening school provided the foundation for the present Adult Education Program in public schools. The federal government's first entry into Adult Education was in the area of agriculture with the Hatch Act of 1887.

A turning point in the history of Adult Education is the work of Edward Thorndike. His studies dispelled the myth that man learns very little after attaining physical maturity. Thorndike produced empirical evidence that the decline in the ability of adults to learn was not only small in amount, but was probably avoidable to some extent by simply continuing to learn.

Further studies of such notables as E. H. Erickson, R. J. Havinghurst, Irving Lorge, Cyril Houle, Malcolm Knowles and J. R. Kidd contributed significantly to the field of Adult Education. Presently, the writings of Alan Knox (Adult Development and Learning), Daniel Levinson (The Seasons of a Man's Life), and Gail Sheehy (Passages) contribute to the rapidly increasing research on adult development and learning. They, too, will influence the current shift of emphasis in education from pedagogy to andragogy.

II. WHAT IS ADULT EDUCATION?

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B. Brief History of Adult Education, Perspective II

Thomas Kelly in his A History of Adult Education in Great Britain[1] makes a distinction between the education of adults and adult education. This same distinction is found in the writings of a number of American authorities including C. Hartley Grattan and Cyril O. Houle among others. The point made by these authors is that adults are educated in a great variety of ways through many instrumentalities, but the term Adult Education signifies a formal organization and relationship. It seems clear that, in both Britain and the United States, the earliest motive for adult education was religious; and the counterpart of St. Columba working in the Scottish Highlands, St. Augustine in Kent, and Alfred, King of Wessex, would have been Cotton Mather, Peter Cooper, and John H. Vincent in the USA.

The rise of secular adult education seems to have corresponded largely with the several industrial revolutions which swept over Britain and later the United States, resulting in large part from the textile and iron industries and their need for large groups of laborers gathered together convenient to a factory, available to work scheduled hours (unbelievably long by our standards today). The thought of James Mill, who published an article in Encyclopaedia Britannica in 1818 echoed that of Jeremy Bentham, 1748-1832, who saw adult education as definitely utilitarian: "The end of education is to render the individual, as much as possible, an instrument of happiness, first to himself, and next to other beings."[2]

James Mill, along with his better known son John Stuart, believed in education for everyone. The followers of Bentham were utilitarian in their attempts to restructure society in accordance with the dictates of abstract reason, seeking to produce the greatest happiness for the greatest number. The social base on which these reformers built their structure of belief and practice was the rising middle class, and they developed considerable emphasis on education, including that of adults. They firmly believed that adult education must be severely "practical," and we live today with their legacy. In this country, the genius of the American Revolution, Benjamin Franklin, had a curious double interest in adult education. A practical man to the core, Franklin was more than just that; he was profoundly interested in ideas and tried to see the development of adult education that

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[1] 1962 Liverpool University Press, Liverpool, England

[2] F. A. Cavenagh (editor). James and John Stuart Mill on Education. (Cambridge, England. 1931, pp. 132-133.)

could serve both ends of the continuum. The Machanics' Lyceum of Boston, established 1831 by Timothy Claxton and Josiah Holbrook was a mixture of the English mechanics' institutes and Holbrook's American lyceum idea. Although these institutes tended to follow Franklin's ideal of both sides of life, the practical and the theoretical, they tended to move closer toward the applied. The New York inventor, manufacturer, and philanthropist, Peter Cooper, left a remarkable legacy in the Cooper Union for the advancement of science and art which has had a remarkable influence on this country. Its lectures in the great hall, frequently by radical thinkers on unpopular themes, were a springboard from which a little known western politician, Abraham Lincoln, captured the attention of the Eastern king makers, which ultimately led him to the White House, civil war, and assassination. Cooper's Deed of Trust for the famous Union specifically sought to advance the education "... of the female portion of the community." It also tried to blend the practical and the theoretical.[1]

The great hungering of people with egalitarian beliefs and a strong sense of self-sufficiency came to full flower in the Chautauqua movement. This remarkable American invention was the work of Methodist Bishop John Hale Vincent (1832-1920) and was established to prepare better teachers in Sunday schools. It soon became evident that others were interested in learning; the volunteer church teachers brought their friends and families, the curriculum expanded, and Chautauqua, in an age before radio and television, spread over the nation like a benign fever.

Applied adult education in the field of agriculture and homemaking became an internationally-praised example of American genius in the passage of the Smith-Lever Act of 1914 and the Smith-Hughes Act of 1917. Under these federally funded acts of the Congress, training in the industrial arts became a matter of national concern. Such training was generally removed from private enterprise and from purely state attention. Never in human history since learning became organized has so much consideration been given to the farmer, the artisan, and the people of lower estate than the gentry. Although limited in scope, here was egalitarian education which opposed the principles of elitism which had governed education since the human mind invented it in its formal aspects.

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[1] It should be remembered that the distinction between the practical and theoretical is merely a concession to the ignorance of people who do not realize that the most practical thing in the world is theory being put into action. People who insist on "practicality" and deride "theory" usually have not discovered theory or are incapable of grasping it.

II. WHAT IS ADULT EDUCATION?
Dr. Gordon C. Godbey
B. Brief History of Adult Education, Perspective II

Those interested in the education of adults along with all other members of society would do well to study the work of Lester F. Ward (1841-1931), often regarded as the peer of Comte and Spencer as a pioneer of sociology. Ward argued that all members of society are equal heirs to the entire social heritage, not just of their nation but of all human kind. People could not occupy their rightful estate unless they could receive their share. When only a few received the legacy, they became more powerful than the others and also the inheritance had less value. Ward believed in and stated clearly the proposition that the lower classes of society are the intellectual equals of the upper classes. He demonstrated to the satisfaction of most educators who read him that social heredity is not an organic transmission, but an atomistic one, requiring that each person must individually acquire as much as he could of learning. He felt clearly that we would never solve the major problems of social organization until we solved effectively the problem of broad popular education.

President C. R. Van Hise of the University of Wisconsin, who was the father of General University Extension in this country, acknowledged his debt to Ward and sought to make the major land-grant universities the instrument of both national purpose and high idealogical development. After the first world war, Van Hise moved in the early 1920's to set a model for extending the knowledge and insights of the university to the general public.

The first effort to construct a comprehensive national organization covering the entire, diverse field of adult education was launched at Cleveland, Ohio, October 17, 1925. At that time, there was formed The American Association for Adult Education. Frederick Keppel was the guiding genius behind this organization, which held sway until its name was changed, again at Cleveland, Ohio, May 14, 1951, to The Adult Education Association of The United States of America. The purpose of that organization as set forth in the constitution is brief and worth reviewing:

> The purpose of the association shall be to further the concept of education as a process continuing throughout life by affording to educators of adults and to other interested persons opportunities to increase their competence by encouraging organizations to develop adult education activities and to work together in the interests of adult education, by receiving and disseminating educational information, by promoting the balanced development of educational services needed by the adult population in the United States, and by cooperating with adult education agencies internationally.

II. WHAT IS ADULT EDUCATION?
Dr. Gordon Godbey
B. Brief History of Adult Education, Perspective II

Since the early 50's, the organizations of people interested in various aspects of adult education have grown in number and size. There is now in place with a few years of experience the Coalition of Adult Education Organizations.[1] It includes 27 organizations which, in spite of their diversity, have a strong and established interest in the field. It is in this contemporary context that Pennsylvania brings to the foreground its single, multi-purpose organization for all with a serious interest in adult education. The Pennsylvania Association for Adult and Continuing Education has a good lineage, a rich heritage, and an exciting prospect in the years to come.

[1]This national organization has its headquarters at 810 Eighteenth Street, N.W., Washington, D. C. 20001.

II. WHAT IS ADULT EDUCATION?

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C. What is Adult Basic Education?

Passport to a better life. In order to function fully as citizens and workers, all Americans must be able to communicate and compute. It was not until the 1960's that this country faced the fact that approximately 23 million of its adults could not read or write well enough to make a decent living and enjoy the full rights of citizenship. Some 56 million adults in the U.S. do not have high school diplomas and are not now in school.

Adult education received its first mandate in 1964 as part of the Economic Opportunity Act. Later designated as the Adult Education Act in the Education Amendments of 1966, this Act was extended in 1970, 1974, and 1978. Now the Adult Education Act offers training to many who are new to our society since the 60's or have long been neglected.

The Act stresses the urgency of reaching people on the fringes of our cities and towns, and in the countryside ... those who do not have the basic skills necessary for survival in a complex society. It also gives many adults -- including the 800,000 who drop out of school each year -- a second chance to complete high school. In addition, adult education is available to those whose inability to speak, read, or write English prevents them from getting or keeping jobs or from functioning as productive members of society.

The Adult Education Act. The Adult Education Act of 1978 provides for extensive changes by calling for expansion and outreach and requiring broad participation of agencies, institutions and organizations in planning and carrying out the program.

The purpose of the Act. The purposes of the Adult Education Act are to "expand educational opportunities for adults and encourage the establishment of programs of adult education that will -

1. enable all adults to acquire basic skills necessary to function in society,
2. enable adults who so desire to continue their education to at least the level of completion of secondary school, and

3. make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens."

The people to be served. Those eligible for the program are adults age 16 or above who lack basic educational skills or a high school education and are not currently required to be enrolled in school. Special priority is given to those adults in our society who are least educated and most in need.

Developing awareness of the program. Providing educational programs for those the program seeks to serve is not enough. Many undereducated men and women, especially those who are least educated and most in need, do not know the services that are available, or they hesitate, for many reasons, to seek help. Outreach activities are undertaken to inform those people about adult education projects and to invite them to participate.

Outreach varies with the State and the community. Awareness activities may be carried out by radio or television, through special displays, community and neighborhood campaigns or by door-to-door canvassing. Job counselors, librarians, social workers and staff of welfare agencies, legal aid clinics, religious organizations, labor unions, senior citizens, fraternal and veterans groups can reach out to potential participants. Systematic efforts are made to encourage one-to-one contacts between those in the program and their neighbors.

Making services available. Adult education is readily accessible. It is provided in facilities that are conveniently located, that present no physical barriers for potential participants. Programs may be conducted in schools and libraries and learning centers. They may also be offered in public or private organizations such as senior centers, churches, labor union halls, business or industry sites, and community organization rooms -- wherever adults who need the help can gather and be comfortable. Sometimes adult education can be brought directly into the homes of people who need and want it. Hours of instruction are designed to fit work schedules and permit adults to meet their personal responsibilites. Where needed, child care or transportation services are usually arranged through cooperative agreements, but may be paid for directly if necessary.

Program Components. The adult education program is composed of a state-administered program and three discretionary programs. Each part has unique characteristics and authorities.

The state-administered grant program. The U.S. Commissioner of Education is authorized to make grants to states to pay the Federal share of the cost of carrying out programs meeting the purposes of the Act. When a state plan is approved, the State is allotted funds totaling a minimum of $150,000 plus an amount determined by the number of adults in the State who are eligible

for services. The federal allocation or share may not exceed 90 percent of expenditures made under the State plan. From these funds the State may make sub-grants or contracts to local school districts and to public or private agencies, organizations and institutions for implementing the Act. No more than 20 percent of the State's allotment may be used for secondary school programs, and no less than 10 percent for special experimental demonstration and teacher training projects.

Those eligible for subgrants or contracts should contact the State education agency for information about applying.

The State plan - a cooperative effort. The State plan, prepared by the State education agency and approved by the Commissioner, is a Federal-State agreement for carrying out the purposes of the Act. The State Plan:

- must provide for consultation, cooperation and coordination with relevant State agencies.
- must identify the needs of the youth and adults to be served in the State and other resources available to meet those needs.
- must explain how public and private agencies, institutions and organizations have been involved in developing the plan and will be involved in carrying it out.
- must describe how adult education services will be significantly expanded through the use of organizations, agencies and institutions outside the public school system.
- must support programs which provide flexible schedules, convenient locations, adequate transportation and child care.
- must contain criteria for evaluating proposals from local agencies, organizations and institutions.
- must not include activities related to sectarian instruction or religious worship or provided by a school or department of divinity.

Some special populations. State-administered adult education programs provide services to new or long-neglected populations in our society:

- Adults with limited English skills. Adults with limited English proficiency receive special assistance. They are provided bilingual instruction in English and their native language to the extent necessary to allow them to

progress through the adult education program. The bilingual services offered are transitional, designed to assist the adult in learning English, basic and life skills, and to function effectively in an English-speaking community.

- Adults living in urban areas with high rates of unemployment. Special adult education programs meet the unique needs of those who are unemployed or underemployed, particularly youth ages 16 to 25.

- Adults in isolated rural areas. Adults living in sparsely settled areas often have different educational and life skill needs from those of adults who live elsewhere. Special outreach programs using home-based instruction, one-to-one and other tutorial arrangements have proven very effective in reaching isolated rural adults.

- Immigrant adults. Immigrant adults may be served under the State-administered program as well as under a special discretionary program. Their basic education needs are often compounded by language and cultural differences.

- Adult Indochina refugees. These immigrants may be served under the State-administered program as well as under a special discretionary program.

- Institutionalized adults. Adults in correctional institutions and those in institutions for physical or mental care often need basic educational services inside the institutions and during their transition to the mainstream of society. These services are frequently provided on a one-to-one basis. (No more than 20 percent of adult education funds may be used for institutionalized adults.)

- Older persons. Many older persons with limited education grew up in a simpler world where survival did not require the life skills needed today. Special focus is now on helping older adults function more effectively by targeting educational programs specifically to their needs.

- Handicapped adults. Educational services for the handicapped 21 years of age and under are available in other programs. Beyond this age, handicapped adults with limited education turn to adult education and frequently find programs specially designed to meet their needs.

- Adults from minority groups. Large segments of minority people need basic and life skills to function in society and become more employable, productive and responsible citizens. Often these adults need special outreach programs which give them individualized attention.

- Women with special needs. Many women with limited education, divorced or widowed, suddenly find themselves with family and financial responsibilities previously handled by a spouse or other family member. They require special help in acquiring basic and life skills and in learning how to find a job as well.

Discretionary programs. National discretionary programs are also authorized under the Adult Education Act.

- National Development and Dissemination. In the Fiscal Year 1981 budget, $2 million is being requested for programs authorized under Section 309 of the Act. Projects under this authority will focus on obtaining a descriptive analysis of programs serving adults who are eligible under the Adult Education Act. Other projects will look at ways to improve the effectiveness of the program, especially for adults who are least educated and most in need. A study of what works best for different populations and under what conditions will help to guide the States as they intensify their efforts to reach those most in need. Still other research and development projects will focus on innovative programs expanding educational services to adults who are least educated and most in need. New programs will be developed to find and serve those who are not now participating. Plans are, finally, to develop a network through which successful products and practices in adult education projects are shared through person-to-person information dissemination activites.

- The Emergency Adult Education Program for Indochina Refugees. As increasing numbers of Indochina adult refugees reach America's communities, both large and small, it is important for them and for the Nation that they develop the basic and language skills necessary to function effectively in our society.

Beginning July 1, 1980, $2.5 million will be available under the emergency adult education program for Indochina refugees, authorized under Section 317 of the Adult Education Act. The purpose of this program is to operate special adult education programs for adult Indochina refugees. Eligible activities include programs of instruction, special projects to develop occupational and related skills, and programs providing education support services.

- The Adult Education Program for Immigrants. Over the past decade, the United States has been admitting permanent resident immigrants at a rate of about 400,000 a year. Many of these immigrants speak little or no English. Many live in poor, overcrowded housing and are trapped in unemployment, depending on public assistance.

II. WHAT IS ADULT EDUCATION?
Joseph T. Vettickal, Ph.D.
C. What is Adult Basic Education?

There is no generally accepted method of calculating the net extent to which immigrants contribute to the growth of the labor force, but a reasonable estimate is 13 percent annually. Immigrants have competed successfully in the U.S. labor market with the native-born. In many instances, however, society is losing the benefits of their experience and training. The immigrants, in turn, are unable to work at their full potential. Under Section 318 of the Act, education is provided to immigrant adults who need it, an authority added to the legislation for the first time in the Education Amendments of 1978. Starting on July 1, 1980, $2.5 million will be available.

Program Accomplishments:

- Latest estimates, for 1977, are that
  - 187,000 participants completed the eighth grade.
  - 160,000 passed the GED or graduated from high school.
  - 85,000 enrolled in other studies.
  - 100,000 obtained employment or a better job.
  - 20,000 were removed from public assistance.
- An estimated total of $867,657 was saved by states as a result of removing adult education learners from public assistance.
- Combined income of adults who found work after completing the program averaged $6,232,801 per state.
- Projected additional money earned by adults who were promoted as a result of adult education was $9,352,201, an average of $217,943 per state.
- Out-of-school youths, age 16 to 24, make up over 40 percent of program participants. Two-thirds of all adult education participants are ages 16 to 34.
- Adult education programs provide services to approximately 80,000 correctional inmates annually, at 150 different sites.
- Approximately 50 percent of all full-time adult education programs are in correctional institutions.
- Enrollments in adult education are increasing at 12 percent a year.

For further information about the Adult Education Program, contact your State Director of Adult Education or the Office of Vocational and Adult Education, Office of Adult Learning, Washington, D.C. 20202. Telephone: 202-245-9751.

II. WHAT IS ADULT EDUCATION?

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D. Adult Basic Education in Pennsylvania

According to the 1970 United States Census information, Pennsylvania has 1,673,589 adults 25 years of age and over, with less than an eighth grade education. That number expands to 3,471,745 adults when identifying those citizens with less than a twelfth grade education, and these figures do not reflect the people between 16 and 18 years of age who fail to complete their high school education. These statistics must impress upon everyone the dire need for an educational delivery system that will help salvage those people who are casualties of the educational system or private circumstance.

Translated into other terms, these figures mean that Pennsylvania ranks third among the 50 states, behind New York and California, in having undereducated adults. This fact alone constitutes ample reason for giving serious attention to expansion of adult education programs. If Pennsylvania is to maintain its status as an industrial and business leader in this country, it will need a labor force that possesses reading and occupational skills sufficient to cope with a technological society.

Early adult education efforts in Pennsylvania can be traced as far back as the year 1734 when evening schools were originated in Philadelphia. In 1856, Pittsburgh began regular adult evening school classes. However, with the exception of primarily local efforts, there were no major thrusts into the field of adult education until the 1920's.

In 1923, A. W. Castle was brought into the Pennsylvania Department of Public Instruction from Ohio and conducted a special study in Pennsylvania for the development of Extension Education. After a review of the study, legislation was proposed and in 1925, Act 266, the Extension Education Act, was passed by the State Legislation. The Act was amended in 1927 to include the area of recreation.

The field of Extension Education included the categories of General Extension Education with adult credit courses in standard evening high school and summer school, non-credit adult courses in citizenship education, education for the foreign-born, and education for illiterate adults. Also provided were adult education for the blind, courses in home management and child care, adult recreation and youth recreation.

II. WHAT IS ADULT EDUCATION?
Ronald F. Fronzaglia
D. Adult Basic Education in Pennsylvania

Little use was made of the Act's benefits until the early 1940's. Local school districts offering prescribed courses received reimbursement from the state for their efforts. In 1953, the Extension Education Act was amended; the reimbursement for adult recreation was eliminated. With the passage of Act 580 in 1965 providing for basic instructional subsidies to local school districts, all categorical reimbursements for extension education were eliminated.

The year 1964 brought about the beginning of what now is known nationwide as Adult Basic Education. The Economic Opportunity Act, P.L. 88-452, in Title II-B of the Act provided funds for adult basic education of illiterate adults 16 and older, from 0 through the 8th grade level. In 1965 ABE was changed to Title III of the Elementary and Secondary Education Act, and in 1966 the first Adult Education Act took charge of ABE programs.

In May of 1965, Alfred "Pete" S. Holt, Chief of the Division of Continuing Education for Pennsylvania, brought in Clair E. Troy to administer programs in adult basic education. Initially, programs were sponsored by local school districts as part-time evening classes held in elementary and secondary school buildings. Area advisers were brought into the state office to assist with the development of local programs. The first area advisers were Chapman "Chappy" Carver and Mabel Ouderkirk in 1966. ABE programs were developing state-wide with a growing professional interest from local staff personnel. Summer workshops for ABE teachers and counselors were held on a regional basis during the late 60's. Pennsylvania, being a part of Region II at the time, sent its teachers to Albany, New York for special training in ABE. This exposure, outside the state, prompted new efforts to develop more and better programs for adult basic education. In 1968, the State Staff saw the need for increased efforts and daytime programs in ABE and began action to meet this need.

Late in 1968 the School District of the City of Erie began preparations for a full-time Adult Learning Center. On January 13, 1969, the first ABE Adult Learning Center in Pennsylvania opened its doors in Erie. This center was the first; however, more followed, with an emphasis placed on making instruction available on a year-round basis both days and evenings. Programs grew and expanded. Locations included prisons, hospitals, schools, learning centers, work sites, colleges and universities. During the late 60's and early 70's two new advisers joined the State Staff of ABE - Ethel K. Matthews and Gordon Jones. The newest state adviser, Edward Lopez, came on board in 1976.

During these years, the Adult Education Act of 1966 saw numerous extensions, revisions and continuing resolutions passed enabling programs to remain alive and functioning. In January of 1975, Ethel K. Matthews succeeded Alfred Holt in the position of Chief of the Division of Adult and Continuing Education. In March of 1977, the Division was renamed the Division of Adult and

Community Education. Shippensburg State College was designated as the Commonwealth Center for Community Education. Its activities are coordinated through the Division under the direction of Jack Sittman who joined the Division in 1966 to administer the Extension Education and Recreation Programs. These actions came as a result of the State Board of Education's endorsement of a resolution for promotion of Community Education in Pennsylvania. The Division was instrumental in initiating the first statewide program of ELDERHOSTEL which is a residential summer academic program on college campuses for older adults coordinated through Shippensburg State College. In 1978, a new Adult Education Act, P.L. 95-561, was signed into law. Sections of the original and the new Adult Education Act contain provisions for the development of special demonstration and teacher training projects. Originally handled at the national level, these 309 (now 310) projects became a state responsibility in 1974; Jack Sittman became the State 310 coordinator. In 1978, Larrie H. McLamb, Jr. became the coordinator of the Special 310 Projects.

During the FY 1978-79, the Division of Adult and Community Education was renamed the Division of Adult Education and Training Programs. The new Division with John Christopher as Chief consists of the following entities:

1. Adult Basic Education which provides for allocating of federal funds and the monitoring and evaluating of Adult Basic Education programs in the state in compliance with Federal Law and its regulations.

2. Community and Extension Education which promotes the development of community education through extension and recreational programs across the state. Technical assistance is rendered to local communities and schools through the state office and through the directed activities of the Commonwealth Center for Community Education established by the State at Shippensburg State College in 1977.

3. State Retraining provides vocational training which meets the needs of industry presently located or planning to locate in Pennsylvania.

4. GED Test Centers which are responsible for the monitoring of all GED Test Centers in Pennsylvania and are responsible for issuing the Commonwealth secondary education diplomas.

5. The Pennsylvania State Fire School which trains professional fire fighters both at the Central School at Lewisburg and at local fire stations, schools and

community colleges. This school also certifies professional instructors for technical fire courses and provides fire safety and training to public officials, schools, hospitals and nursing home staffs.

During FY 1979-80 the Division of Adult Education and Training Programs operated 293 ABE programs with a statewide enrollment of over 31,000 initial enrollees. Programs were offered on a continuing basis, day and/or evening, year-round in some instances, in practically every area of the Commonwealth. ABE now includes the area of GED preparation which extends the range of ABE from 0 through 12th grade with the possibility of a high school diploma through GED testing.

The growth of Adult Basic Education in Pennsylvania has been a cooperative effort between the state and local educational agencies. This growth and interest are increasing despite the difficulties encountered from time to time. Adult Basic Education achievements in Pennsylvania should be recognized at the state level and be given the needed acceptance and importance demanded by their worth.

III. THE ADULT LEARNER

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A. Characteristics of Adult Learners

Adults experience growth and change throughout their entire lives. With this growth and change comes learning. From experiencing the same things, different adults will learn at different rates and varying degrees. Some learning naturally occurs through the process of self-education. Much learning occurs vicariously through solving problems of everyday life. Still other learning takes place in formalized instructional programs specifically designed for adults. Regardless of the learning situations, the success of the adult learners will be affected by their abilities and desires to learn.

Each adult learner's desire to learn depends upon the circumstances. A forty-five year old Korean new to the United States is one example. His desire to learn stems from trying to cope with language in daily living. A twenty-two year old divorced mother must earn a living for her family and therefore needs a high school diploma. Mr. Schell is also in need of a high school diploma, but his motivation stems from desire for job advancement. Another type of student is the mother who at thirty years of age realizes that her children attending elementary school can read better than she.

Various programs have been developed to meet the needs of adult learners. Included in these programs are the formalized programs of Adult Basic Education (ABE), General Educational Development (GED), and English as a Second Language (ESL). Adult learners involved in these programs have certain characteristics which make them quite different from each other. They differ greatly in their ability, life experiences, and goals. They learn at various levels and speeds and react to new information differently. Their own problems are the most important to them.

Although there are great differences in these learners, a general list of characteristics can be established which will aid all involved with helping adult learners to achieve their goals.

1) The adult learner may be threatened by the classroom situation. Prior experiences, such as failing or being a "dropout," may cause the learner to fear self-exposure and ridicule. Such fears can promote negative attitudes toward schooling. These feelings can be dealt with by setting a climate which is warm, informal and relaxed.

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III. THE ADULT LEARNER
Barry Palmer
A. Characteristics of Adult Learners

2) The adult learner has definite goals. The teacher and counselor should be aware of these goals to help maximize learning.

3) The adult learner is limited in flexibility. Ways of doing things and methods of learning have developed into a routine; therefore, each adult learner must be sold on the advantage of a change in order to assist the learning process.

4) The adult learner expects the information to be relevant. It must be up-to-date, correct, and practical. The adult learner has certain goals and benefits from lifelike, problem-solving situations.

5) The adult learner is a voluntary learner. Adults have responsibilities with their jobs, families, religious affiliations, and community; therefore, adult learners have only limited time and energy for schooling. If they feel that the class is not meeting their needs, and that their time is being wasted, they will drop out. Adult learners vote with their feet!

6) Adult learners do not trust their abilities. They cannot see or hear as well as when they were young, and they have a slower reaction time and speed of performance. To make up for this difference they use caution and accuracy. Setting their standards high. Adult learners need varied experiences to learn something new and usually ask many questions.

7) The adult learner has experience in living. The adult learner has gained a great deal of knowledge vital to the learning experience. Sharing information and opinion within the class is essential.

8) Adult learners usually bring to class all the anxiety they need. While a certain amount of anxiety is necessary for learning to take place, too much can impede learning. The most efficient learning takes place when the instructor recognizes the adult learners' anxieties and provides a supportive atmosphere.

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B. Cultural Characteristics of Adults

With the current emphasis in education on lifetime learning and adult education, a wealth of information is emerging about adult development and learning. Information is readily available about the physiological, psychological, sociological and intellectual characteristics of adults and how they affect learning. However, an often neglected area of the study of adult development is cultural characteristics. At the very core of the complex and personal process of what motivates adult students to learn -- their needs, interests, attitudes, values, and asperations -- is their cultural background.

What are some of the cultural traits which the adult brings to the learning situation? One can be language difficulty. Difficulty with language which is overt, as with the recent immigrant and the first generation group, can be remedied by an adequate ESL Program. But in the ABE and GED classroom there may be problems of a less obvious nature. The adult learners who are still strongly influenced by the language of their culture have the tendency to take what is said very literally. To this type of adult, a simple "Hello. How are you?" may be interpreted on the literal level, that the person is inquiring seriously about the state of his health. The adult is apt to reply in kind. Awareness and patience on the part of the adult educator is necessary. Furthermore, in using language in the classroom the adult educator should avoid long, complicated sentences as well as jargon and cliches. Dialects, such as the Black and regional dialects, can provoke personal problems as well as classroom problems because students are speaking a language which may not be accepted language of the dominant group. Participation and interaction are often avoided by the minority group, motivation and achievement are then affected, and self-image becomes poor.

Just as with language, a manner of dress which stems from cultural background can become unacceptable to the group, and being different is held up to ridicule unless the instructor understands and reacts in a positive manner. Such a situation can also adversely affect the learning climate in the classroom.

What adults believe and value will in a sense determine what they will allow themselves to learn. The unmotivated and the under-achiever may have become so because of cultural factors. If an ethnic group places a

low priority on education, then attitudes, expectations and life styles will be reflective of that value system. Behavior is also rooted in ethnic customs. For some, it is quite natural to act in an informal, free and relaxed manner and to prefer the interaction and sharing of group activities. For them, the unstructured approach is more conducive to learning. However, there are nationalities which tend to be more formal, private, and value individual industry. For them, it would be difficult as students to work in groups which require cooperation and sharing.

It is clear that adult educators need to become aware of ethnic uniqueness and, further, their need to acquire an understanding of the various ethnic cultures. This understanding will improve instructor's teaching and enhance the student's learning.

Some resources for adult educators interested in ethnicity are as follows:

Human Resources

Jonathan Flint, Co-director, Pennsylvania Ethnic Heritage Studies Center, University of Pittsburgh

David Washburn, Multicultural Education Center, Bloomsburg College

Elizabeth Haller, Division of Curriculum, PDE

Ethnic Organizations

These organizations provide a number of services, often without charge, and issue publication and materials useful as supplements to regular curriculum, They also provide speakers who are specialists on particular ethnic groups.

Colleges and Universities

Professors and staff who teach ethnic studies are available as academic specialists on various ethnic groups.

Recommended reading list:

1) New Perspectives: A Bibliography of Racial, Ethnic and Feminist Resources, Pennsylvania Department of Education, 1977.

2) Cullinan, Bernice E. Black Dialects & Reading. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1974.

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Dr. Margaret Mahler
B. Cultural Characteristics of Adults

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III. THE ADULT LEARNER

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C. Sensory Losses in the Adult Learner

Roles involved in adult learning experiences are those of "receiver" (student) and "provider" (teacher). Providing a meaningful exchange between "receiver" and "provider" depends on how well the "provider" maintains a sensitivity to physical and psychological needs of the adult.

Within physical needs for learning, temperature of the room and seating arrangements are often considered; but of greater concern are two predominant sensory needs, those of hearing and sight. Sensory loss or deprivation creates problems for all learners, but teachers working with adults must remain sensitive to hearing and sight loss often associated with middle and advanced years. This sensitivity is even more demanding for teachers working in predominantly older adult environments, such as multi-purpose senior centers, retirement housing, and long-term care institutions.

Personally coping with visual or hearing loss often causes problems for the adult. Learners who are not shown empathy regarding their sensory loss and who continually receive negative feedback from their attempts will withdraw.

For teachers working with sensory-deprived adults, the following suggestions can help learning experiences to be positive and meaningful:

Don't overreact to behavior such as leaning forward, standing close or cupping the hands over the ears that might indicate a loss. These actions are apparent adjustments in attempting to see and/or hear what is being presented.

Should you recognize hearing-impaired learners in your group, don't overreact or call attention to the situation. Rather speak slightly louder, move closer and face the person; give emphasis by pointing to objects and speak slowly.

With visually impaired learners, the following are useful:
Do not use handouts printed on glossy paper.
Use large print.

Do not teach intricate detail nor expect attention to fine detail.
Use colors with sharp contrast and/or good background colors.

All individuals exhibit normal loss, with certain losses more pronounced at various ages. Misinterpreting cues of sensory loss in adult learners prolongs stereotypes that project these individuals as backward and withdrawn. "Providers" of educational experiences must continually be alert to these problems. If there is a severe problem, the "receiver" should be referred for learning disability screening.

Those desiring additional information on material mentioned above might consider the following references.

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III. THE ADULT LEARNER

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D. Learning Styles of Adults

In a continuing, never ending search for the best means of educating everyone, some education researchers have identified a promising new way of looking at the learner and learning. A title rather commonly applied to it is learning styles. A brief introduction to the topic follows and is based on two major premises:

Premise One - individuals differ substantially in their response to instructional stimuli, i.e., in their use of sensory receptors, in their preference for certain modes of instruction, in their cognitive strategy for resolving problems, and in their ability to use various means of output or expression.

Premise Two - that education (especially of adults) should adapt to, capitalize on, and extend these individual differences to promote learning.

Let's examine each of these premises and their component parts.

Premise One - individuals differ substantially in their response to instructional stimuli, i.e.,

Individuals' Use of Sensory Receptors

Humans are endowed with five primary sense receptors. They are: (1) hearing, (2) seeing, (3) touching, (4) smelling, and (5) tasting. Teachers' use of the sense of smell and taste is restricted in most classrooms, except in some subject areas such as chemistry. (There is, however, on the market a set of colored felt pens, each with a distinctive odor, i.e., black/licorice, purple/grape, etc. that allows a teacher to connect smell with certain symbols for those learners with an especially acute sense of smell. See, Mr. Sketch, Instant Water Colors, Bellwood, Illinois.)

The use of taste is also obviously limited and except in cooking classes is not regularly employed by teachers. Thus, the teacher remains dependent on the sensory modes of seeing, hearing, and touching.

"I hear and I forget
I see and I remember
I do and I understand"

This ancient Chinese proverb illustrates a common reaction to the use of the senses in learning. Research has suggested that most teachers are naturally visual learners, yet other research shows that 80% of the time someone is talking in a classroom and that 60% of that time it is the teacher talking. This can be interpreted as a violation of some students' primary need for visual presentations of subject matter. Touching or tactile manipulation is often essential for some learners, but it inhibits or slows others down. How can a teacher determine the ratio of use of the senses by a learner? In addition to acute observation of student performance, there are some measurements that can assist in this determination.

Measurement

The General Aptitude Test Battery (GATB), U.S. Department of Labor, Manpower Division, Washington, D.C. 20210 or local office of the State Bureau of Employment Security.

Individuals' Preference for Certain Modes of Instruction

Many learners prefer to have a teacher who is knowledgeable, strong, and positive as a director of their learning. They rely on this authority figure to present information, assign tasks and give feedback to them personally. They are comfortable with this rather passive role and learn well with it. Other learners prefer to participate in setting their own learning goals, working privately with self-instructional materials and relying only initially on a teacher for direction. Multi-media presentations of information are essential for some learners to conceptualize or master information. Others just need to read about it. Field trips also represent a way of meaningful learning for some learners who need to "experience" it.

Measurement

Information Acquisition Preference Inventory by Anthony Gregorc, University of Connecticut, 1978, reports on four basic learning "styles": concrete-sequential, concrete-random, abstract-random, and abstract-sequential, as ways people prefer to learn.

Individuals' Use of Various Cognitive Strategies for Problem Solving

Some learners illustrate ease in putting together "parts of a whole" and being able to deal with the overall pattern cognitively. Others must deal with the whole first and then isolate the parts in order to learn a pattern or system of operation. In mathematics this can be illustrated by the learner who must know the rule first and then understands it after working problems illustrating that rule. Others need to work several problems first in order to understand the rule that the problems illustrated. Many other strategies are employed by learners and these need to be identified for the most efficient learning to take place.

Measurement

Group Embedded Figures Test by Herman A. Witkin and others. Consulting Psychologist Press, Inc., Palo Alto, CA 94306, measures cognitive functioning and cognitive styles of individuals.

Individuals' Use of Modes of Expression

Teachers soon learn that some learners find a block in expressing their knowledge depending upon the means of expression chosen. Many learners can tell the teacher about very complex matters but can't express the same knowledge if given a paper and pencil mode of expression. Multiple choice tests restrict some learners while open essay type tests give them more opportunity to express their knowledge. Still others can't illustrate their knowledge if they must use words. They can rebuild a carburetor because they "know" how, but they cannot "tell" you how they did it. Some beat you at chess every time but cannot explain the strategy they used.

Measurement

Evaluating Instruction by W. James Popham, 1973, Prentice-Hall, is a book providing a good review of the topic.

Premise Two - education (especially of adults) should adapt to, capitalize on, and extend these individual differences to promote learning.

Most adult learners have had a great deal of experience in classrooms where a certain set of behaviors were very specifically prescribed and rewarded with grades and teacher acceptance. When a teacher approaches learners through their learning styles it requires a high tolerance for ways of learning that may seem foreign or even weird to the teacher. If this tolerance does not exist, teachers usually teach to accommodate their own learning style and can block the progress for many students with differing learning styles. The learner needs to become an active associate

in designing the learning program most appropriate for themselves with the teacher's guidance and counsel. The measurements named above are only a few that are available to provide data for helping the learner and teacher to design the most conducive learning program. Strong evidence indicates that a person's learning style is established at a very early age as a result of genetic/environmental factors and that basically it does not change as they become an adult. As an adult, a learner should have great insight into the best ways they have learned in the past and can verify the results from instruments that deal with learning styles. The teacher needs to be responsive, accepting and knowledgeable about the various ways of presenting information to accommodate a learner's learning style. Materials, modes of instruction, type and frequency of feedback, selection of the means of output (expression) are some of the areas of decision making that the teacher and learner must make in order to capitalize on the learner's learning style allowing them to become efficient learners.

III. THE ADULT LEARNER

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E. Exceptional Adult Learner

London, Ohio, a small farm community twenty miles west of Columbus, offers an Adult Basic Education Program operated by the London City Schools. The director of the program is an extremely dedicated and perceptive person--Laura Weisel. Throughout the early seventies, the London A.B.E. program, like most others in the United States, was hindered in its attempts to provide educational services for adults with severe learning problems.

There were few diagnostic instruments available to identify the needs of these adults. Placement for adults entering the program was primarily determined by the administration of standarized achievement tests, with visual and auditory screenings virtually nonexistent. That many children suffer from learning disabilities which interfere with their education via traditional teaching methods is accepted. However, while special diagnostic instruments have been designed to identify these children, little attention has been given to adults who suffered and are suffering from similar learning disabilities. Adults age 30 or over have passed through or dropped out of schools prior to the establishment of special education services. School dropouts have often resulted because specific learning problems were not identified and provided for educationally. Many such students become participants in A.B.E. programs.

What was occurring in the London A.B.E. program was typical country-wide. Adult Basic Education programs were both reluctant and unequipped to handle the exceptional (learning disabled) adult learner.

An Adult Basic Education Demonstration Project Grant from the Ohio Department of Education was granted to the London City Schools in 1975. The project was designed to develop and implement an intake procedure which would enable Adult Basic Education programs to identify the adult learner's strengths and weaknesses. The London Procedure was the result of this project.

The London Procedure is a series of fifteen individually administered tests specifically designed to identify the needs of adults functioning at an 8th grade level or below. The fifteen tests are organized into five major areas with an approximate testing time of 45 minutes per individual.

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III. THE ADULT LEARNER
Rocco G. Malarbi
E. Exceptional Adult Learner

The five major areas are:

1. Visual Function Screening
2. Auditory Function Screening
3. Visual Perception Diagnosis
4. Auditory Perception Diagnosis
5. Reading: Encoding and Decoding Diagnosis

An important function of The London Procedure is the development of an Individual Educational Plan (IEP or prescriptive teaching strategy) based on the diagnostic information supplied by the test results. IEP is a ten-step process that takes into account the adult's learning problems and skill deficiencies in relationship to the adult's educational goals. The IEP is supplemented with teaching strategies concentrating on remediation and compensatory activities. These activities are designed for three levels: Entry (0-2.9 grade equivalent), Intermediate (3.0-5.9 grade equivalent), and Advanced (6.0-8.9 grade equivalent). A materials listing is also incorporated with the activities.

The London Procedure was designed to furnish specific information about an adult's educational needs and to provide a starting point in educating the adult. It is a tool that can be utilized to implement a feasible educational plan for an adult with learning problems. The London Procedure is valuable in providing a systematic process of evaluating problems. One of its greatest assets is making teachers aware of the varied learning modes and/or approaches needed to service the exceptional adult learner.

There has been a dramatic increase in the awareness of the number of adults with severe learning problems enrolling in A.B.E. programs throughout Pennsylvania. Special inservice workshops have been conducted to train individuals in the use of The London Procedure in order that they may service the exceptional adult learner.

Pennsylvania adult educators interested in London Procedure workshops should contact: Judith Cope, Director of the Adult Education Center in the School of Continuing Education at Indiana University of Pennsylvania at Indiana, Pennsylvania, (412) 357-2227.

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F. Using Right Brain/Left Brain Research in Adult Basic Education

Dr. Roger Sperry, a neuropsychologist at the California Institute of Technology, was awarded the 1981 Nobel Prize in Medicine for, in the words of the Nobel committee, "providing us with insight into the inner world of the brain, hitherto almost completely hidden from us. . . each side of the brain has its own world of perceptual experience, emotions, thoughts and memory." The exciting series of research studies that led to Dr. Sperry's award is very well described in an excellent paperback entitled, LEFT BRAIN, RIGHT BRAIN by Sally Springer and George Deutsch (W.H. Freeman, San Francisco, 1981). These two educators from SUNY - Stony Brook, have not overused medical terminology so teachers can follow the exciting drama of discovery. and what has been discovered? Our knowledge of the brain has doubled in the past five years. Researchers like Dr. Sperry have found that the left hemisphere of the cerebrum functions in a linear, sequential, analytic manner. (It sounds very much like school, doesn't it?)

The right hemisphere functions in a holistic, intuitive, visio-spatial, non-verbal manner. No normal human brain functions exclusively on only one side. We all use both sides in probably unique ways. The vista that this research opens up is physiological justification for the "whole person" approach. Most educators in ABE have found that a varied approach helps most adult learners. Experimentation coupled with observation and feedback from the learner are essential in working with adults. Perceptual modality strength can be identified and used as the primary instructional channel. Does the adult learn just from seeing, hearing, touching or "acting out" the content? The "most natural" or modality, strength should be used first and reinforcement can be done through a secondary or less dominant channel. In each case, the brain processes the stimulus in an ideosyncratic manner. The ABE instructor needs to be aware of the concept of modality strength and hemisphericity as they can give guidance in working with an adult learner. The method of presentation can also be varied to accommodate what brain behavior research has revealed. A sequential step-by-step verbal approach would be best for left hemisphere processing while a "holistic," pictorial, non-verbal approach would be best for right hemisphere processing.

In summary, great strides have been made in recent knowledge about how the brain processes stimuli. It varies a great deal from one individual to another. The ABE instructor needs to be aware of the brain behavior research findings and help translate these into teaching methodologies used with each adult learner.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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A. Adult Learning Centers

Adult Learning Centers are by no means new in the field of adult education; however, they are providing services and programs in ways unique to education in general. With the expansion of adult basic education programs came the need to provide increased services to the participants in order to meet specific goals. Programs required more flexibility, individualized instruction, self-paced learning and the resources to provide adult counseling on a full-time basis.

In 1968 Pennsylvania began preparations to initiate the first full-time Adult Basic Education Learning Center. After considerable pre-planning and consultations with the state office in Harrisburg, the Center in Erie opened for students on January 13, 1969. Since this was the first Adult Learning Center in the state, it was designated as a pilot project and given the needed financial means of purchasing a multitude of hard and software. Material and equipment were field tested at the Erie Center with the results being used to assist in the development of additional Learning Center programs.

Pennsylvania has increased its commitment to adult learning with the establishment of eight Adult Learning Centers throughout the state. There are additional programs operating in hospitals, prisons and libraries which fall into the same category as an Adult Learning Center with full day and evening programs of Adult Basic Education, General Educational Development and English as a Second Language.

A better understanding of the workings of an Adult Learning Center can be gained through a look at the functions and make-up of a Center's typical operation.

Staffing - most of the Centers in Pennsylvania are staffed by professionals and paraprofessionals. Learning Centers have given individuals the opportunity to become full-time teachers, aides and counselors in the field of adult education. Programs with full-time administrators and/or supervisors have been able to expand and establish strong ties with other community agencies and services.

Scheduling - many of the adult students participating in ABE, GED or ESL classes have difficulty attending regularly when

classes are held several nights per week on a part-time basis. For these individuals and others the flexibility of scheduling enjoyed at the Adult Learning Centers provides the needed latitude for adult students to continue their academic advancement. Classes are offered in the morning, afternoon and evening to accommodate any and all problems which may arise in scheduling.

Instruction - instruction at the Learning Centers can be individualized, small groups or large groups depending on the enrollment, needs of the student and the physical arrangement of the Center. Being able to provide different methods of instruction has enabled the Learning Centers to deal with a large segment of the adult population needing educational assistance including the handicapped, senior citizens, mentally retarded, foreign born and others.

Community Service - because of the set-up of Adult Learning Centers they are in an excellent position to be a focal point for community activities and services. All of the Learning Centers in Pennsylvania have established strong ties with most of the social service agencies in their area. A system of referrals to and from the adult programs provides for the complete service to the adult student.

Outreach - Some of the Adult Learning Centers through a system of outreach sites have initiated efforts to bring educational opportunities to those unable to attend the Center itself. These outreach locations provide the same services on a limited basis that are available at the Adult Learning Centers. Some examples of outreach locations include county jails and prisons, rural schools, and other special institutions dealing with adults.

Foreign Born - Adult Learning Centers are providing needed English language training for foreign born adults who must learn to speak English in order to function in our society. Learning everyday English and subsequently preparing for the Americanization exam are part of the ESL (English as a Second Language) programs at the Adult Centers.

Counseling Services - guidance and counseling has been expanded for adult students through the placement of full-time counselors at the Adult Learning Centers. Adequate time is provided to develop the necessary rapport required for proper counseling.

No Competition - as much as possible, the pressures and competition of education are removed and eliminated at Adult Learning Centers. In most cases grading is not utilized, grade levels do not exist for class structure and an informal atmosphere for learning is maintained.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Ronald F. Fronzaglia
A. Adult Learning Centers

Every Adult Learning Center in Pennsylvania, whether located in an urban or rural setting, whether housed as a component of a Vocational Technical School or in a vacant elementary school building, follows similar patterns of operation.

The Adult Learning Center:

- meets the adult learner at their present educational level and aids them in attaining their desired goals.
- makes an assessment of the student's current educational level by an individual evaluation.
- designs an individual program to suit the particular needs of the student.
- supplies professional instruction and assistance to the students as they work toward achieving their goals.
- periodically evaluates the students' progress and provides remediation when it is necessary.
- provides academic guidance and counseling for all of its students.
- supplies career/vocational oriented counseling.
- identifies and utilizes various community agencies as resource areas to further student progress.
- functions as a resource center for other Adult Programs within the area.

The addresses of the Pennsylvania Adult Learning Centers are:

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   Erie, PA 16502
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2. Thomas Wehrli, Coordinator
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IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Ronald F. Fronzaglia
A. Adult Learning Centers

3. Ronald Matteucci, Director
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(412) 437-9816

4. Gerald L. Valeri, Director
Community Education Center
Eveningtide and Lowell Avenues
Altoona, PA 16802
(814) 942-5400

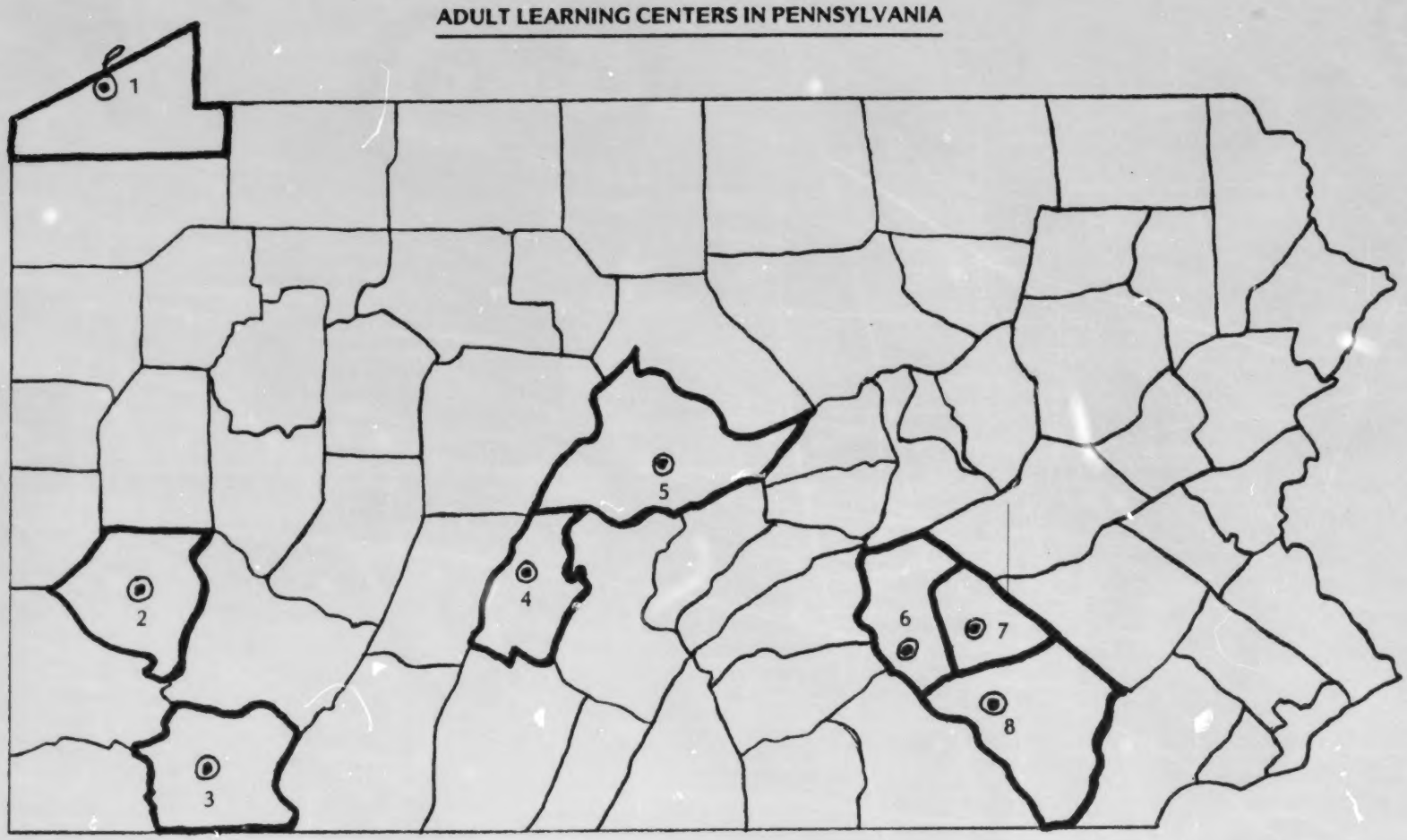
5. Edie Gordon
William Keough
Directors
Development Center for Adults
Centre County AVTS
Pleasant Gap, PA 16823
(814) 359-3069

6. Joan Beers, Director
Adult Education
Harrisburg School District
P.O. Box 2645
Harrisburg, PA 17105
(717) 255-2477

7. Charles Amuso, Director
Lebanon Adult Learning Center
331 North 10th Street
Lebanon, PA 15236
(717) 274-0778

8. Eugene Madeira, Director
Lancaster School District
Adult Enrichment Center
225 W. Orange Street
Lancaster, PA 17604
(717) 291-6261

ADULT LEARNING CENTERS IN PENNSYLVANIA



1 — ERIE

2 — PITTSBURGH

3 — UNIONTOWN

4 — ALTOONA

5 — PLEASANT GAP

6 — HARRISBURG

7 — LEBANON

8 — LANCASTER

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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B. Evening Programs

Sometimes programs are built on dreams and needs. This was the case with the Corry Area evening program. The dream was that adults living in the community would have an opportunity to receive high school equivalency diplomas without the frustrations, fears, and false starts that seemed to accompany preparation for the G.E.D. exam. The need, felt by all of us who had worked with a traditional A.B.E./G.E.D. program, was for a method by which attendance and effort were rewarded at the local level. The dream, the need, and the knowledge that local school districts are empowered to award diplomas resulted in the development of a proposal. This was submitted to the Assistant Superintendent of Schools, then to the Superintendent, and finally to the School Board which recognized that such a program would be a service to the community. In September, 1976, the Corry Area Schools' evening program was initiated. By reports received from other districts, it appears to have been an easy beginning.

The program has now been functioning for four years. At the close of the 1976-77 school year, five students received Corry Area High School Equivalency Diplomas. Graduation is an event. The youngest graduate was in her early twenties. The oldest was a grandmother in her fifties. Coverage was given in the local paper. The ceremony was attended by a mixture of smiling spouses, children, grandchildren and parents. For many of them, as well as for the graduates, it was the fulfillment of a dream deferred. Everyone was very happy.

The Corry program is based on several propositions. First, it is believed that a diploma should demonstrate to a potential employer that the student is dependable and can stick to a task. Thus, attendance at 85 percent of the sessions is required.

Secondly, it is believed that knowledge in several basic areas is necessary for effective adult functioning. Students are expected to earn points toward graduation in English; math; social studies; science living skills (vocational courses, career development, financial courses, etc.) and human relations (communications, parenting, personal problem solving, etc.) courses and independent study opportunities are offered in all these areas.

*Former counselor at Corry Area School District.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Joyce S. McKnight
B. Evening Programs

Thirdly, it is felt that adults require both flexibility and structure. Students receive points toward graduation for class work; independent study is arranged with teachers; and vocational courses are taken either through the local schools or through continuing education programs. The year is divided into three ten-week periods. Small classes meet once weekly for one hour each. Class size varies from three to fifteen depending on interest in the topic. Course content reflects both requirements for the diploma and student interests. The atmosphere is relaxed, yet disciplined. No formal grades are given. Records are kept and projects completed in case there is need for a transcript. No one is pressured. This combination of freedom and structure has worked well.

Finally, it is believed that some indicator of learning should be employed. Students are tested at both the beginning and end of the program. To receive the diploma, students must score at the tenth grade level or above in all test areas. This has been no problem. Most of our students gain from three to five grade levels in the program, and the testing has assured our credibility in the eyes of the Board.

This program has worked well for us. The faculty is satisfied by the increased regular attendance and by the strong relationship formed with the teachers and students. The students are pleased with the mixture of structure and flexibility. The School Board and Administration are pleased because the students are their voting constituents, and the public generally feels that this is a good use of buildings and personnel. The state is pleased because our attendance is holding up well. More districts should institute such programs. They are well worth the effort.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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C. Community Based Programs

Typical A.B.E. students at Today, Inc. are between the ages of 18 and 28 years and have been away from formal education for at least five years. They read at a comprehension level from the primary to the eighth grade and possess basic math skills and conceptual understandings which are well below average.

A.B.E. candidates are initially interviewed by the counselor in order to determine their skill and competency levels in English, reading, writing and basic math for the purpose of appropriate placement in existing classes. Individual teachers are appraised of student strengths and weaknesses, as well as their reasons for seeking A.B.E. assistance. This is done in order to more adequately provide for individual needs and also to evaluate progress.

The classes are typically individualized within the limits of existing staff and facilities. Classes meet once per week for a 2-1/2 hour period of time which includes a short break period.

Course content focuses as much as possible on such survival skills as: getting and keeping a job, reading, writing, basic math (especially as it applies to the real life needs of the American consumer), nutrition, general health, consumer economics, voting and the democratic process. Progress is typically slow, but the A.B.E. pupil normally responds well to positive support and continued encouragement.

Teaching and learning materials are largely of the workbook type most of which are commercially prepared, the remainder of which are teacher constructed. The more or less poor reading levels of many participants make the use of some commercial materials difficult. In these cases the teacher constructed materials often offer the most realistic alternative.

Students generally elect to participate in only one or two classes at first, subject to the approval of their therapist; at least until they demonstrate to themselves the ability to handle the additional challenges of the extra class load. Their self-confidence usually grows quickly with early success.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Steve Youtz
C. Community Based Programs

Classroom attendance is monitored by the instructor and, along with attitudes and progress, is considered by the respective therapist to be an integral part of each participants overall therapeutic prescription. The equating of the relative importance of both addiction therapy and education is vital for successful rehabilitation.

For many participants the honest concern and continued encouragement expressed by the A.B.E. staff represent an aspect of "formal" education which is new to them. For some, this is the first experience with education that they find to be both pleasant and rewarding.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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D. Industry Based Education

Indications are that there will be no easy money for education (K - 12 or adult) in the eighties. The demand to get more from our beleaguered dollar has descended upon adult education. This can be seen in the move toward multiple funding that mandated community linkages as an essential part of the Adult Education Act of 1978. Spreading federal funds further through linkages between Education and Labor, Education and Welfare, or Education and Urban Development is only one option. While it encourages more efficient use of the taxpayer's dollar, it still depends upon a shrinking dollar to subsidize education in an expanding market.

There is another way. Consumers and employers should be encouraged to support basic education for themselves and their employees through private monies, while federal funds such as ABE and CETA are earmarked specifically for the least educated, underskilled and unemployed.

Education and training programs in industry today are a multi-billion dollar business. For the most part industrial education/training has been done through in-house programs or in conjunction with universities, associations and community colleges. Business executives are beginning to recognize that they can no longer merely hire skilled help or depend upon people to develop themselves educationally. Basic remedial education is fast becoming an integral part of the company scene. Career development for many employees must begin with instruction in basic math, reading and effective listening, speaking and writing skills. This basic education might be provided by adult education programs funded in whole or part through industry and business.

M & M Mars Incorporated - Elizabethtown, PA has been supportive of adult basic education efforts in Lancaster County for the past six years. Employees whose lack of basic reading skills hampered their job performance and potential advancement have been referred to local ABE programs by the Personnel Department as a matter of course. Information about GED classes operating in the area has been circulated to employees yearly. The IU 13 adult education program has always provided feedback to the industry as to the progress of its employees enrolled in ABE/GED classes.

This informal interaction between local industry and education and the quality results provided by it formed the basis for a formal cooperative

agreement established between M & M Mars and IU 13 this year. Under this agreement, two 100 hour secondary level math courses were taught in-plant with the industry providing the space, equipment and supplementary funding for the teacher, benefits, books, supplies and all travel costs. This supplementary funding is in large measure responsible for the Lancaster-Lebanon program being able to maintain a $90.10 per participant GED/Secondary cost rate for FY 1979-80. This monetary payoff to adult education is more than matched in terms of benefits accrued to employer and employee.

In the words of James C. Harding, Personnel Director, M & M Mars Incorporated: "What's in this arrangement for the company? The answer is --probably more than what's in it for an individual. In order to understand our motivation one must clearly understand that we found Adult Basic Education an answer to a multi-faceted business opportunity. Our work stations were being radically altered by the appearance of modular controls, digital readouts, CRT's (Cathode Ray Tubes), programmable controllers and a host of other technological innovations. During the equipment debugging phase of all new installations, we began training operators in the use of these new systems. The one common characteristic of this new equipment was that the operator would have to be confortable making mathematical calculations. One wrong factor, or a percentage calculation that was incorrect, could set in motion an unforgiving programmed sequence of activities that turned pumps on, commenced blending tanks of ingredients, opened valves, closed valves and on and on."

"The programmed process was designed to eliminate the need for manually activating or adjusting a particular production phase. Each operator assumed a burden for accurate computation of process variables. We soon found the consequence of an error with a highly automated system was extremely expensive in possible ingredient losses. In addition, operators became extremely frustrated and developed a feeling of helplessness as 'the computer took over.'"

"The problem was investigated by Production Management, and they determined that our operators lacked sufficient math skills to cope with the equipment. The remedy to this problem was satisfied when IU 13 came in for a discussion on mathematic skills for adults. We found there was little relationship between an operator's previous level of formal education and their retained mathematic skills. We jointly agreed on the content and timetable of a math course."

At the start of the course, all twenty-five (25) operators who enrolled in the math course were given an Adult Basic Education Test to determine a base line in mathematic skills. The class average was 50%. A recent retest showed an average score of over 91% with seven weeks left to go in the program. The operators have shown remarkable enthusiasm and are far more comfortable performing the calculations required by their jobs. The operators reading skills have also improved because of the programmed instruction methods used to teach the math courses.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Sherry Royce
D. Industry Based Education

The first class was volunteer and limited to one critical production area. All future classes will be available on a plant-wide basis with class size the only limiting factor. It is clear that each learning opportunity presented must clearly identify the actions any associate needs for advancement and the personal committment they must make if they seek to have the skills necessary to meet future technical innovations and compete in a world that places a premium on merit and job performance and far less emphasis on longevity. One of the students in the first math class summed up the feeling of all participants involved by saying, "I feel good now about myself. I'm confident and I know it." Most of the students who began the M & M Mars math class had apprehensions, but their fears were quickly replaced by self-confidence both in themselves and their newly found math skills with a deep sense of personal satisfaction.

The adult basic education/industry connection established in Elizabethtown, Pennsylvania in 1979-80 can point the way for the eighties. The bottom rung of the career development ladder is the purview of the adult basic educator. By bringing the learning center to industry as a cooperatively funded, designed and implemented venture of business and adult education, we can provide the employee with quality education, the employer with an expert and inexpensive training component and adult education with the supplementary funds which will enable programs to expand services increasing costs.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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E. State Hospitals

Introduction, Philosophy and Referral Procedures

The ABE programs at State Mental Institutions are geared to providing educational services to the mentally ill and mentally retarded. The goal of the ABE and GED programs is to raise the educational level of those residents who are about to be released from the hospital and will have to cope with the changing society that they left before being institutionalized. Long term residents are placed in ABE programs to help them relate to the world around them and provide the opportunity for improvement in the basics of reading, writing, and arithmetic.

One example of a state mental institution that is geared to providing educational services to the mentally ill and retarded is Harrisburg State Hospital.

The primary objective of the Education component of the Rehabilitation Department of the Harrisburg State Hospital is to upgrade the basic academic skills of the hospital residents so they will function more successfully in the hospital and to promote the integration into the community of the residents who are discharged. The Education staff also offers individual tutoring in preparation for the High School equivalency examination (GED) to those residents who are interested and who are at or near the academic level to pass the GED test.

The purpose of the Adult Basic Education Program is to aid in the rehabilitation of the psychiatric and mentally retarded residents. Many individuals with psychiatric problems have never had an opportunity to develop the necessary academic skills which are a prerequistite to assuming successfully adult responsibilities in today's society. Others, who have had psychiatric problems over a comparatively long period of time, have lost the skills through lack of practice. Inadequate background in basic skills presents a major handicap to the resident when returning to the community and often contributes to a feeling of inadequacy, a difficulty in meeting adult obligations, and a difficulty in securing and retaining suitable employment. The program will expect to achieve advancement with these residents by providing basic instruction in the areas of language arts, mathematics, social sciences, natural sciences and fine arts. The central

emphasis will be placed on the application of all the above areas to daily living.

Referrals may be made by center program managers (there are four centers in the hospital: Psychiatric Treatment Center for the acutely psychotic resident, the Extended Care Center for the acutely psychotic resident, the Extended Care Center for the chronically mentally ill, the Geriatric Treatment Center for all those long term residents who are over 65 years of age and the Mental Retardation Center) or the rehabilitation counselors or by any staff member who has had extensive contact with the residents and feels they could benefit from the Education program. All referrals are sent to the Education Director. Necessary referral information includes: name, class desired, ward, staff member making the referral, approximate grade level (1-4, 5-8, 9-12) and whether the resident is to be discharged within six months. Referred residents are accepted into the classroom as soon as possible although the teacher reserves right to determine the appropriateness of the referral. The teacher may terminate a student whose current behavior is disruptive to the class or for other appropriate reasons.

Program Description

The classes meet two (2) hours a day, four (4) days a week, in space provided on hospital grounds. Times are arranged with individual teachers during the following hours, Monday through Friday: 8:00 - 10:00 A.M.; 10:00 - 12 Noon and 1:00 - 3:00 P.M.

Classes are organized in homogeneous, self-contained units. Within each unit, emphasis is placed on individualized instruction, as well as small group instruction. A number of these classes are conducted in the hospital wards where the patients reside. This policy allows both the teacher and the ward personnel to become more involved in the patients' education. Other classes will be conducted on site at the hospital's Work Activities Center and theCommunity Living Opportunity Program residences.

Instructors attend inservice programs which have been planned by local, state and national Adult Basic Education groups. Psychiatrists, psychologists, social workers, nurses and others connected with the hospital hold sessions on various aspects of emotionally disturbed and culturally disadvantaged adults (i.e., values clarification, assertiveness training, and goal planning). Community resource personnel, such as doctors and prospective employers, are utilized. The coordinators of the program hold inservice meetings from time to time during which such items as unit planning, curriculum building, and evaluating techniques are discussed.

Instruction includes Language Arts (Reading, Spelling, Oral Expression,

Written Expression, Handwriting, Literary Appreciation), Mathematics, Natural Sciences and Social Sciences. Within each aforementioned area, units of study emphasize the philosophy that all teaching should stress skills, and the skills should be within the context of realistic life situations. Classes are grouped homogeneously, including levels from K-8.

Initial Progress reports are prepared by the teachers for each resident after the first month of classes and initial testing has been completed. Thereafter, monthly reports are prepared for each student, and they describe academic progress noted for the month and the behavioral and academic goals that the teacher and student have agreed upon for the next month. The section entitled "special needs" allows teachers to make suggestions to the ward staff concerning their students' personal hygiene, appearance, need for eye glasses, or hearing aids, etc. Each report is sent to the staff member who referred the resident and a copy is kept in the student's education file. These include test results and other pertinent information observed throughout the program. Teachers are available to attend team meetings.

Student files include standardized and/or teacher made placement tests, work samples and copies of monthly progress noted. The Education Department retains student records for two years. Attendance is reported monthly to the Adult Basic Education Division of the Department of Education, where initial funding determinations and adjustments are made. It is imperative that the center staff encourage good attendance and arrange resident schedules so that regular attendance is possible. Education follows the Rehabilitiation Department's policy on program attendance. At the end of each program, a close out report is completed on each resident. Information such as whether the student has obtained a job, registered to vote, received metric education, etc., as a result of the program is noted. These forms are sent to Penn State as a part of a close out program for the Pennsylvania Department of Education.

English and Math textbooks and workbooks, as well as audio visual materials, are available to all the classes and a collection of duplication masters is available to be used for supplemental work. The daily newspaper is used as a classroom text, and current event filmstrips are utilized to keep the student in touch with reality. Survival words and charts are used to teach the non-readers how to care for themselves. Many teacher made materials are used, and all materials are catalogued for easy access to teachers.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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F. State Correctional Institutions

Prior to 1975 the Adult Corrections Education Program was administered by the various Intermediate Units in the counties where the correctional institutions are located. Because of operating regulations, the Pennsylvania Department of Education (PDE) was restricted from dispensing the funds and operating the programs directly in the state correctional institutions. In 1975, the Department of Education consolidated the programs under the fiscal agent to standardize the reporting system and bring consistency to the educational programs in the correctional institutions.

In July of 1978, Indiana University of Pennsylvania became the fiscal agent for the educational programs in the nine correctional institutions in the state. The state correctional institutions involved are at Camp Hill, Dallas, Graterford, Huntingdon, Muncy, Pittsburgh, Rockview and state regional correctional facilities at Greensburg and Mercer. The latter two facilities deal primarily with minimum security residents. Also, the state correctional institution at Muncy is the only state institution housing female offenders.

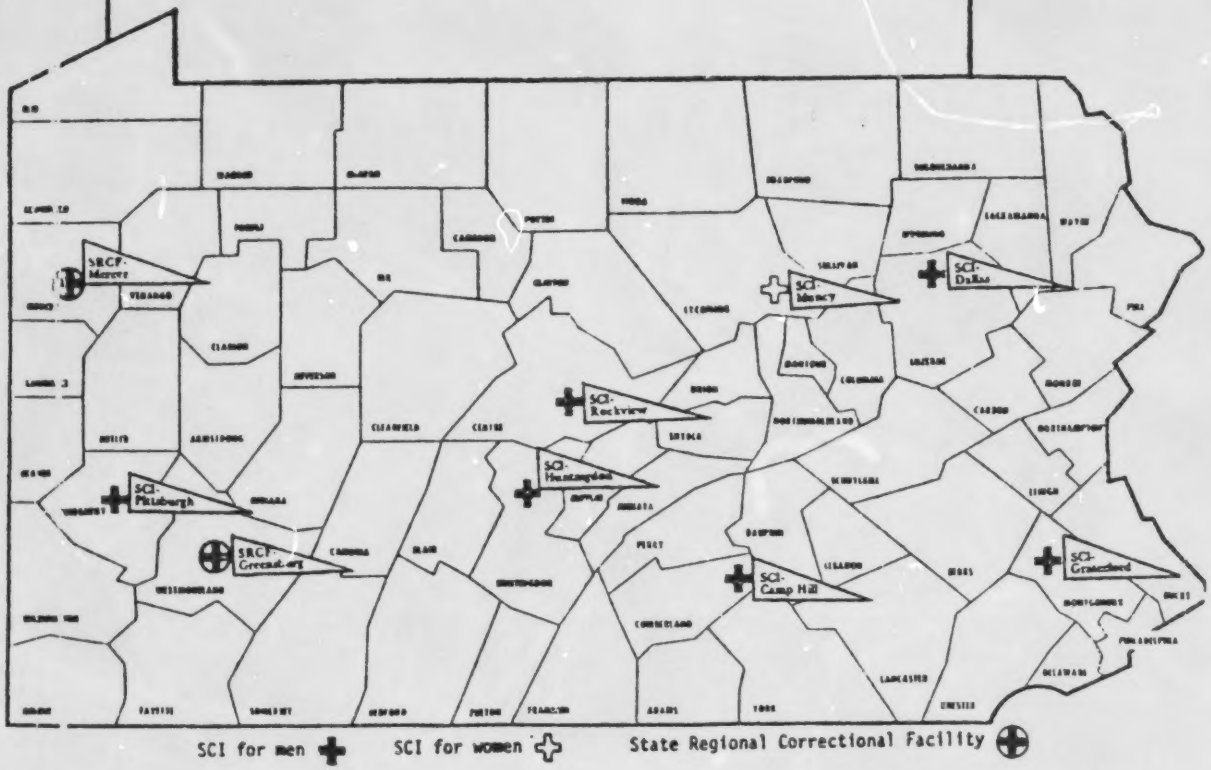
Because the spectrum of knowledge is so vast in a correctional atmosphere, the educational programs have to be tailored accordingly. The educational goal is to assist the students in becoming functionally competent, productive members of society. Courses are offered in remedial reading and writing, as well as basic English and math. Learning Centers are made available to the residents as well as Resource Centers where information on employment opportunities can be obtained. Courses are offered not only in basic education, but also in secondary, post-secondary and vocational-technical education. If residents had the ambition, they could receive basic and life skills, a high school diploma, or a college and graduate degree while incarcerated. Courses offered in the vocational-technical area include electronics, auto mechanics, plumbing and heating, drafting, welding, radio and television repair, electrical concepts, homemaker service, secretarial sciences, media arts, in addition to courses offered within the institutional walls. Several institutions afford residents an opportunity to attend classes at colleges, universities, community colleges and/or vocational-technical schools.

*This program is now administered by the Pennsylvania Department of Education.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
James M. Danko
F. State Correctional Institutions

Although there are approximately 7,000 people in the correctional institutions of the state, and the educational programs are made available to all of them, the decision to seek more knowledge still rests with the individual. But with the proper guidance and counseling, enrollment in educational classes within the correctional complex is constantly on the rise.

State Correctional Institutions



SCI for men ✚ SCI for women ✚ State Regional Correctional Facility ⊕

State Correctional Institution at Camp Hill
P.O. Box 200
Camp Hill, PA 17011
Ernest Patton, Superintendent
Ronald J. Marks, Dep. for Operations
J. Harvey Bell, Dep. for Treatment
(717) 787-4814

State Correctional Institution at Dallas
Dallas, PA 18612
Glen R. Jeffes, Superintendent
Joseph Ryan, Dep. for Operations
Gil Walters, Dep. for Treatment
(717) 675-1101

State Correctional Institution at Graterford
P.O. Box 244
Graterford, PA 19426
Julius T. Cuyler, Superintendent
Robert N. Mauger, Dep. for Operations
Dan Sims, Dep. for Treatment
(215) 489-4151

State Correctional Institution at Huntingdon
Huntingdon, PA 16652
Lowell D. Hewitt, Superintendent
Richard Kelly, Dep. for Operations
Dennis R. Erhard, Dep. for Treatment
(814) 643-2400

State Correctional Institution at Muncy
P.O. Box 180
Muncy, PA 17756
Gerald Lightcap, Superintendent
Major Albert Mallory, Dep. for Operations
Virginia Key, Dep. for Treatment
(717) 546-3171

State Correctional Institution at Pittsburgh
P.O. Box 9901
Pittsburgh, PA 15233
James F. Howard, Superintendent
Robert Maroney, Dep. for Operations
Charles H. Zimmerman, Dep. for Treatment
(412) 761-1955

State Correctional Institution at Rockview
R.D. 3
Bellefonte, PA 16823
Dr. Joseph Mazurkiewicz, Superintendent
Gerald Wilson, Dep. for Operations
Jeffray Beard, Dep. for Treatment
(814) 355-4874

State Regional Correctional Facility at
Greensburg R.D. 2, Box 10
Greensburg, PA 15601
Thomas Fulcomer, Superintendent
Major Clarence W. Markle,
Dep. for Operations
(412) 837-4397

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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G. County Jails and Prisons

Disturbances in our nation's prisons and jails in the last decade alerted the public to problems inherent in our correctional system. This system was built on the foundation of yesterday's prisons and yesterday's ideas. It punished but did not correct. It removed offenders as a threat to the community but did nothing to reintegrate them. In fact, research indicates that "the greater the period of incarceration, the lesser the chance those individuals would lead law-abiding lives on the outside."

Pressure was brought by the press, the public, prisoners and corrections from incarceration to rehabilitation. In response to that pressure, the National Advisory Commission on Criminal Justice Standards and Goals established a task force to investigate the correctional system and to develop standards and recommendations enabling governors, correctional professionals and educators to move in the direction of positive changes in the system.

This task force proposed fundamental improvements in correctional education services:

1. Educational curricula should be developed with inmate involvement and should teach social and coping skills as well as provide basic academic competency.

2. Learning laboratories for basic skills development should be maintained by all education departments.

3. Both educational and vocational programs should emphasize programmed instruction allowing maximum flexibility in scheduling, providing for self-pacing and giving immediate feedback on student progress.

4. Along with meeting state certification requirements, teachers should have additional course work in social education, reading instruction and abnormal psychology.

5. Selected offenders should participate in instructional roles in both educational and vocational programs.

6. Each education department should make optimal use of educational programs at local colleges, work-study programs, work-release programs and work-furlough programs.

7. Correspondence courses should be made available to inmates for course work that cannot be obtained locally.

8. Community resources - existing public and private schools, colleges and universities - should be fully utilized for both educational and vocational programs for offenders placed in communities.

9. Each education department should develop a system of reporting and evaluation that utilizes community representatives.

In December, 1975, after two years' work, the Governor's Convention on Criminal Justice ratified a similar set of goals and standards developed for Pennsylvania stating that "each state institution for juveniles and adults should reexamine its educational and vocational training programs to insure that they meet standards that will individualize education and training. These programs should be geared directly to the reintegration of the offender into the community."

In an effort to provide necessary administrative machinery for positive changes in correctional education, the responsibility for the administration and coordination of all the educational programs in the state correctional institutions was given to the Pennsylvania Department of Education.

This new office, in cooperation with the PDE Division of Research has conducted studies of vocational, basic and post-secondary educational programs operating in the state correctional institutions.

Under the auspices of the Office of Corrections Education, offenders at the state institutions can enroll in over 30 vocational courses, ABE and GED programs, and can work toward college degrees from more than 14 participating colleges and universities. Career counseling and job placement services are also available.

To date, no effort has been made in Pennsylvania to establish statewide standards, priorities or an educational plan for the 69 county correctional institutions despite the fact that they house half of the offenders in the state. To date, no statewide mandate has been proclaimed calling for the

establishment of special community education programs for probationers and parolees despite the fact that their number is much greater than institutionalized offenders. This lack of attention to the development of local institutional and community-based corrections education programs is a national problem despite the fact that almost every national commission has said that the development and utilization of community resources in corrections should be a primary focus. It is time that attention be focused on the problem where it originates, in the community, and that comprehensive coordinated adult education efforts be developed at the local level.

See Sherry Royce's complete article "The Challenge of Corrections Education" in Notes on Adult Education, Vol. 2, No. 5:1, 1976.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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H. Mobile Classroom Programs

Project A.B.L.E. (Adult Basic Learning Experience) was instituted to upgrade the literacy standards of adults who cannot achieve functional independence through traditional classroom management. Research indicates that the two major causes for dropouts in A.B.E. programs are: (1) too large to allow for individualization, and (2) location and transportation. It was felt that by developing a program centered around the mobile classroom these concerns would be alleviated, and the potential for success of many adult education students would be greatly enhanced. Those students affected by distance, lack of transportation, or a physical handicap would be allowed to attend adult classes that come to them rather than having to go to class in one centrally located area. The environment of Project A.B.L.E. will demand individualization, as well as alleviate anxieties and inferiorities about the adult's abilities to succeed in the traditional classroom setting.

The major aim of Project A.B.L.E. is to provide an alternative to adults who are characterized as:

1. Reading below a fourth grade level.
2. Lacking the basics needed for computational skills.
3. Having a difficult time maintaining coping skills.
4. Lacking the mobility to attend centrally located classes.
5. Physically handicapped.
6. Isolated because of geographics.

Communication, computation and socialization skills are emphasized by utilizing a 28' x 8' mobile unit containing two classrooms with a maximum accommodation of eight students. A math specialist, a reading specialist, a guidance counselor and volunteer workers implement the program goals.

The Objectives are:

1. To provide illiterate adults with the experience of diversified instruction in the area of reading, computational skills and socialization.

* Former ABE supervisor at Penncrest School District

2. To bring educational opportunities and skills to the people rather than having the people come to a centrally located area.
3. To develop an awareness of their strengths in relation to real life situations.
4. To provide program skill materials and activities that are designed to recognize adult students needs for concreteness, repetition and varied attention span requirements.
5. Personnel will come to understand student interest by use of trade materials.
6. Instruction by paraprofessional staff and volunteers to allow for individualized home instruction.
7. To insure that each adult experiences a feeling of success.
8. To hold the classes at a time and place convenient for the student.
9. To establish sound guidance and counseling services for the students.
10. To involve the adults in the promotion of the class and recruitment of new students.
11. To relate the program to future job opportunities and possibilities.

The mobile classroom is open to any and all educators to witness demonstrations of activities and materials being utilized. Visitors are welcome on an appointment basis. Additional information is also available upon request.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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I. Media Programs

One example of an adult basic education program using media is the Community Education Center at Altoona, Pennsylvania.

The Cambridge KET/GED tapes are used with students who have reached the tenth to twelfth grade levels. They are used as a review by the students prior to the taking of the GED tests. The tapes are used in both individual and group situations. There are texts which accompany this series so it is possible for the students to work by themselves. These tapes cover the five areas (writing skills, social studies, science, reading skills, and mathematics) that constitute the GED test, but they are used only as review because they cover such a great amount of material in a short amount of time.

For the ESL (English as a second language) students and students who are unable to read, Systems 80 is used frequently. This machine provides the student with both audio and visual aid and requires the student to answer questions by pushing buttons. The program begins at a very low level with the introduction of the alphabet and continues through basic reading and language skills that are usually acquired at the fourth grade level.

The Classmate 88 and Digitor are two machines that are used to aid students in basic math. The Digitor deals with simple math only: addition, subtraction, multiplication and division. Hence, it is used with lower-level learners. The Classmate 88 provides practice in basic math and fractions, percents, decimals and other number concepts. This machine can be used with both low-level and more advanced learners. Both machines are used by one individual at a time.

The Cambridge, Just Around the Corner Series II, video tapes are used as a dramatization of the proper techniques used to gain and maintain secure employment. These tapes cover employment agencies, both public and private, the job interview, resume writing, job selection, inter-employee relations, job responsibilities, employer responsibilities, job discrimination, and other related areas. These tapes are available as a teaching aide for the counseling component of the program. All students preparing for work and any other students who may be interested are shown the tapes so that they may increase their ability to successfully secure employment.

The video camera is used by the counselors to conduct simulated interviews. The students may critically review these taped interviews in an endeavor to improve their ability to perform in an actual job interview.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Gerald L. Valeri
I. Media Programs

The video recording unit is also used to record programs aired on both the Public Broadcasting System and regular network broadcasts. These shows are used to discuss current problems that may be of benefit to the students.

All media resources are used in conjunction with the instructional materials and techniques used in the regular ABE classroom or outreach sites.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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J. Outreach Sites

Reaching the ABE population in rural areas can best be accomplished through the establishment of outreach or satellite sites. The Development Center for Adults (DCA) is located at the Centre County Vocational Technical School at Pleasant Gap. The Center is responsible for serving undereducated adults in Centre and Clearfield counties. These counties encompass approximately 120 square miles of rolling agricultural valleys, isolated mountain woodlands, and small scattered communities. In order to serve the target population in these outlying areas, the Center has established a potpourri of outreach sites in twenty different locations.

The characteristics of each outreach site are determined by the needs of the population to be served. For example, the programs offered at the outreach sites located at seven senior citizen centers throughout Centre County specifically cater to the needs of the elderly. Consequently, in addition to the usual ABE academic offerings, classes at these are also provided in nutrition, oral communication, current events and issues, health education, cardiopulmonary resuscitation (CPR), grandparenting and coping with personal loss.

The Development Center for Adults has joined forces with many other community agencies in order to effectively serve the needs of the target population surrounding each outreach site. The outreach site in Bellefonte, Pennsylvania, for example, works on a cooperative basis with the Mental Health and Mental Retardation Association to provide basic and survival skills for the handicapped. The Bellefonte Outreach Center provides classes in reading, mathematics, safety, community affairs, driver's education, and family planning.

Another program at the Development Center for Adults is designed to accommodate the needs of the Comprehensive Employment and Training Act (CETA) clients. The program provides on-the-job work experience at CETA work sites in the morning and ABE classes in the afternoon.

Still another DCA outreach site is located on the campus of Penn State University. Participants at this site are primarily prospective continuing education students who are unable to pass the University placement examination in basic skills. Course offerings at the Penn State site are strictly academic because the majority of students are adept in everyday coping skills.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Edie A. Gordon
J. Outreach Sites

Other outreach sites are operated in cooperation with the Centre and Clearfield County prisons, the Mid-State Literacy Council, the Vocational Technical School's Licensed Practical Nursing Program, Community Action Centers in Millheim, Philipsburg and Bellefonte, and small rural school districts, such as West Branch and Moshannon Valley in Clearfield County.

Outreach sites, therefore, are more than an ABE program's attempt to reach out geographically--they are a reflection of the needs of the target population within each community. Outreach sites provide the means to "reach out" to the least educated and most in need.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS

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K. Community Colleges

Pennsylvania has fourteen community colleges scattered throughout the Commonwealth. All community colleges are interested in providing adult and continuing education non-credit offerings to their constituencies. Almost all offer some kind of community services to the population which they serve. Most of these programs are conducted both on the college campus and in various sites throughout the college service area. Programmatically, either Adult Basic Education classes or General Educational Development classes are offered in nine community colleges. Some of these programs are funded through the Pennsylvania Department of Education and/or other funding sources. In other colleges, fees are charged for these course offerings.

A listing follows of those colleges offering either/or ABE classes/ GED classes and whether or not the colleges are charging a fee. Also listed is the person associated with the college who would ordinarily be in charge of these activities.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Gust Zogas, Ed. D.
K. Community Colleges

Community College	ABE Classes	GED Classes	Fees	Contact Person
Community College of Allegheny County	Yes	Yes	No	Dr. Daniel Przybylek Allegheny Campus 808 Ridge Avenue Pittsburgh, PA 15212 412 - 237-2618
Community College of Beaver County	Yes	Yes	No	Kim Tonio Community College of Beaver County College Drive Monaca, PA 15061 412 - 774-8561
Bucks County Community College	No	Yes	No	S. Lee Varker Bucks County Community College Swamp Road Newtown, PA 18940 215 - 968-8000
Butler County Community College	No	No	-	George L. Bernlohr Butler County Community College College Drive, Oak Hills Butler, PA 16001 412 - 287-8711

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Gust Zoga, Ed. D.
K. Community Colleges

Community College	ABE Classes	GED Classes	Fees	Contact Person
Delaware County Community College	No	Yes	Yes	Walter R. Omlor Delaware County Community College Route 252 & Media Line Rd Media, PA 19063 215 - 353-6575
Harrisburg Area Community College	No	No	-	Michael B. Klunk Harrisburg Area Community College 3300 Cameron Street Road Harrisburg, PA 17110 717 - 236-9533
Lehigh County Community College	No	No	-	Barry Palmer Lehigh County Community College 2370 Main Street Schnecksville, PA 18078 215 - 799-1147
Luzerne County Community College	No	Yes	Yes	Patrick Santacroce Exec. Dir. Dev. Studies & Special Programs Programmed Study Center Luzerne County C.C. Prospect St. & Middle Rd. Nanticoke, PA 18634 717 - 735-8300

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Gust Zogas, Ed. D.
K. Community Colleges

Community College	ABE Classes	GED Classes	Fees	Contact Person
Montgomery County Community College	No	No	No	Dr. Gary Rizzo (as of 7/1/82) Montgomery County Community College 340 DeKalb Pike Blue Bell, PA 19422 215 - 641-6575
Northampton County Area Community College	No	Yes	Yes	Janice Keim Northampton County Area Community College 3835 Green Pond Road Bethlehem, PA 18017 215 - 865-5351
Community College of Philadelphia	Yes	Yes	Yes	John O. Jackson Community College of Philadelphia 34 S. 11th Street Philadelphia, PA 19107 215 - 972-7205
Reading Area Community College	Yes	Yes	No	Pieter V. Miller Reading Area Community College P. O. Box 1706 Reading, PA 19603 215 - 372-4721

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Gust Zog[illegible] Ed. D.
K. Community Colleges

Community College	ABE Classes	GED Classes	Fees	Contact Person
Westmoreland County Community College	No	Yes	Yes	Paul J. Lonigro Westmoreland County Community College College Station Youngwood, PA 15697 412 - 925-4000
Williamsport Area Community College	No	No	-	Center for Lifelong Education Williamsport Area Community College 1005 West Third Street Williamsport, PA 17701 717 - 326-3761

V. COUNSELING AND SUPPORT SERVICES

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A. Recruitment and Retention

Recruitment is too big a job for one person. All of the staff under the direction of the administrator must be committed to an ongoing recruitment program designed around the needs of adult students in the community.

A well planned recruitment program with a strong public relations component brings the adults to the program. But a friendly attitude, appropriate testing and instructional program closely related to the students basic needs and life interests keep the adults coming to the program.

The most successful recruitment method for the low level students is word-of-mouth. Students, alumni, staff and other members of the community should be encouraged to tell others about the program. The staff and/or alumni association should plan a "Bring a Guest Day" (or Night). The guest should be a potential Adult Basic Education learner. This event could be planned around an "Open House," "International Dinner," "Graduation Dinner," "Awards Night" or picnic. Arrange for television, radio and/or newspaper coverage for these events.

Much FREE publicity can be obtained for the ABE program through the local newspaper. Both radio and television stations provide public service announcements to promote worthwhile programs. Posters, fliers, billboards and marquees can attract many adult learners. Slide/tape shows can be used at malls, local fairs, PTAs or other speaking engagements. Public address systems on cars or trucks can be used to promote the ABE program. Go into the area where potential students live. Be sure to obtain a permit from the city government before using the sound car or truck. Mass media should be planned well in advance around registration dates for classes.

Another recruitment strategy is to have the mayor declare Adult Education Week and sign a proclamation. This should receive wide newspaper, radio, TV, poster, billboard and marquee publicity. This idea can also be implemented statewide for Adult Education Month or Literacy Day. In this case, the governor signs the proclamation. The publicity should be coordinated statewide.

V. COUNSELING AND SUPPORT SERVICES
Dorothy Swope
A. Recruitment and Retention

Packets including ABE program brochures, schedule of classes and registration forms should be sent to all industries throughout the area. Fliers may also be distributed in grocery bags at the supermarket, sent home by school children, pay envelopes of factory employees, at PTA meetings, inside church bulletins, in housing projects or in doctors' offices. Information should also be sent to State Employment offices, Department of Welfare, Social Security Administration, Vocational Rehabilitation, Community Action Agencies, Veterans Administration, Chamber of Commerce, libraries, County Extension Service, Ministerial Association, County Health Department, banks and many other offices. Invite staff from these agencies to visit classes. Give them information about the philosophy, registration and curriculum. Use workers from these agencies as resource people in class when possible.

Involve community agencies with the program as much as possible. Develop a list of ways various agencies can help with the program and in turn the way ABE staff can help community agencies. Establish an advisory committee to work together to build the program.

When possible, obtain permission from the local school board to check high school dropout files for names and addresses of potential ABE adult learners. Get volunteer recruiters such as alumni or staff members to contact these people.

Revise the recruitment program every eight weeks using the methods which bring you the best results. Write letters of appreciation each time you get free publicity such as newspapers, billboards, radio, television or marquees.

V. COUNSELING AND SUPPORT SERVICES
Dorothy Swope
A. Recruitment and Retention

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V. COUNSELING AND SUPPORT SERVICES

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B. Roles and Responsibilities of the Counselor

The counselor is primarily a helping person and a facilitator. Counseling begins when the adult enters the learning center, school or agency.

At the initial interview, the counselor obtains all of the necessary information about the adult and learns about what goals motivated the adult to come to the program. The adult is requested to fill out the interview and/or information form. The adult completes the form with help from the counselor. The counselor can learn informally about the adult by observation. A student interest survey can be administered at this time. When the student is ready, formal testing begins.

A post-test interview should take place after testing. The counselor, together with the adult, discusses realistic goals for the adult in relation to the test results. A tentative instructional plan is designed for the adult. A student-counselor agreement can be negotiated. Now the student can be oriented to the program and its schedule. Most students prefer to start classes at the beginning of the week.

Weekly conferences should be planned with the teachers to inform them about the new students, their goals, and their informal and formal test results. Progress or problems related to students already in the program can be discussed.

A post-class conference should be held with the adult students at the end of the first week to ascertain their reactions to the program. This can be done individually or as a group. Results of this conference should be used for individual follow-up conferences with the teachers as well as the students.

The counselor is responsible for attendance checks and for follow-up as soon as possible when the student becomes inactive. Statistical data is compiled monthly using the counselor's monthly attendance sheets as a guide. Time cards are used for students whose attendance must be recorded. For example, WIN students or students on Social Security benefits for dependent children of adults on disability must be reported.

V. COUNSELING AND SUPPORT SERVICES
Dorothy Swope
B. Roles and Responsibilities of the Counselor

Another responsibility of the counselor is to provide information about the ABE program to other programs in the community. Many inquiries are received by telephone or visitors to the program.

The counselor should maintain a file of job and career information. This includes a file of all local business and industries and their contacts. All job openings should be posted at the learning center, schools or agency. Armed Services information should also be filed. The counselor can also maintain a library of college directories, junior colleges and training programs. The Occupational Outlook Handbook contains valuable informaton. Example job applications should be kept on file.

A directory of all community agencies and their services should be maintained. The counselor will use it for calling the agency for inquiries and for referring adult students to those agencies. When a student is referred to another agency, send a referral report along. A sample form is available from Dorothy Swope, a counselor at the Lancaster School District, Adult Enrichment Center, 225 W. Orange Street, Lancaster, PA 17604.

V. COUNSELING AND SUPPORT SERVICES

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C. Assessment of Adult Students

The role of the counselor in the assessment of students in the ABE program is one of major importance. During their initial interview and first class, many adult students feel the need to express the fact that they do not remember much and will probably have difficulty in learning the material. The need for factual information concerning an ABE student about whom very little is known must be balanced against the fears developed by returning to school in general and the testing situation specifically.

The counselor should take a leading role in the orientation of new students, discussing with them not only the various aspects of the ABE program but the how, when and why of testing. When the students understand the purpose of the test, they will be more receptive to it. In discussing the purpose of the assessment with the students, it should be emphasized that the test will help to determine their strengths as well as their weaknesses and will enable the teacher to plan a program of studies designed specifically for them. It is most important that the students develop this positive approach to the assessment and that the testing be done in a relaxed, informal manner. The students should feel that they have the support of the staff and may turn to them for assistance.

The results of the assessment should be utilized during a conference with the adult students, enabling them to see where they are in relation to where they would like to be. These conferences should be on an individual basis because many students do not want their scores known to others for fear of embarrassment. Many students may prefer to take the test in an individual testing situation as opposed to a group testing situation for this same reason.

The types of assessment instruments used should be in keeping with the goals of the program. The best method would be to have a variety of different tests which could then be selected according to the individual student's needs. The tests should be simple and uncomplicated with easy-to-follow instructions. The assessment material should be adult-oriented so as not to have the student become frustrated with the "kiddie" material to which they are unable to relate. In most cases, the tests should not be timed as this may lead to increased anxiety in the students. The purpose of the assessment is to diagnose the student's needs in order to jointly develop a program of students and not to see how well they perform under pressure

V. COUNSELING AND SUPPORT SERVICES

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D. Job Readiness, Career and Vocational Guidance

Counselors and teachers have historically relied heavily on non-structured discussion methods as the primary means for helping students resolve problems related to seeking employment. There is a growing awareness that traditional talk-centered, individual and group counseling methods, developed mainly for middle class clients, are unsuccessful in meeting the needs of the least educated population. The reasons given are that:

1. Without structure, students find it difficult to sustain focused discussion on one topic. They "flit" from one problem to another without sufficient attention or effort toward any of them.

2. Without an effective means of acquiring new knowledge, groups tend to share and perpetuate their misconceptions and ignorance related to seeking employment.

3. Unless talk is related to action and an opportunity provided for setting the individuals' personal employment goals, students tend to become apathetic or over-enamored with discussion for discussion's sake.

There is a developing trend in adult education toward programming with a career guidance base. This trend reflects the increased awareness that vast numbers of adults lack even the most basic tools for finding and holding satisfying employment. Those adult education programs which have enjoyed the greatest success in building and enhancing employability among their learners have done so within a pragmatic, rather than a strong theoretical framework.

The majority of adult students seeking job readiness counseling have not clarified their vocational and educational goals. Many have difficult life problems which interfere with their training and employability. The major purpose of job readiness training is preparation of adults for work and living. Participants in job readiness training receive help in learning how to select, locate, secure, hold and advance in gainful employment. The curriculum addresses the following issues:

1. Self-awareness/Self-exploration
2. Identification and Exploration of Selected Occupational Fields
3. The Job Search
4. Personal Contacts and Employment Agencies.
5. Selecting a Satisfactory Job

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6. Planning for Personal Goals
7. Developing a Long-term Vocational Strategy
8. Job Application Techniques
9. Resume and Cover Letter Writing
10. The Effective Job Interview
11. Strategies for Keeping a Job
12. Career Change

A standardized job readiness curriculum is most effective when it is accompanied by information dealing with local employment, demographic, socio-economic factors. The "local factor" makes the training experience relevant to the students and helps to generate a high interest level. Employment application forms used in the program should be from local employers. Stimulus tapes should be filmed by local residents and taped in the vernacular. Local job market reports and Bureau of Employment Service (BES) statistics should be used in the counseling process. Whenever possible, other local elements should be incorporated into the job readiness curriculum.

Job readiness training should be structured with a series of well conceived learning situations and accompanying materials designed to culminate in a personal, positive attitude toward working. For further information on how to establish a job readiness program, contact Nick Palazzetti.

V. COUNSELING AND SUPPORT SERVICES

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E. The Teacher As A Counselor

What me, a counselor? Yes, in a very real way it is up to the teacher to draw out, help support, and guide the adult learners in class. No longer is it appropriate for a teacher to simply provide information. Today, a teacher functions as a "facilitator of learning," a "resource person" who helps adult learners accomplish their goals.

The program depends on teachers' help to form a vital link among the program, the community and potential students. Surveys conducted by the State College Area School District, Division of Continuing Education and the Lancaster School District Adult Enrichment Center reveal that most students learn about the course in which they enroll from someone who took the course or from a friend or relative. Word-of-mouth is a powerful tool for attracting new students to programs, and the teacher is instrumental in spreading that word. The teacher should also make the students aware of other courses in the program so they can tell their friends about the programs.

Another role for the teacher as a counselor is to provide information about other adult programs in the local community to the students. The teacher should be familiar with other materials which provide the student with information about other community resources. Staff from these other community agencies can be invited to class or students can be referred to these community agencies for additional services.

The teacher can also help when a student decides to "dropout." There are many reasons why adult students decide to "dropout" as there are for them to enroll. Some of the reasons are impossible to control; for example, moving out of town, weather or illness in the family. Other reasons for dropping out relate to why the adult enrolled in the first place. Some adults may have discovered ways of being useful, to interact with a group or to learn new skills. Unless the adult learners feel those needs are being met, they will not stay around very long. Adults begin to show signs of dissatisfaction when a course fails to meet their needs adequately. Spotting those warning signs early and moving to correct them can often lead

to adjustments in the program which will regain the interests of students. Some warning signs to look for are: irregular attendance, poor quality of participation and erratic attention in class.

If a student misses the first or second class period, the teacher should call the student to determine the reason. Sometimes adult students are discouraged about missing a session and the teacher's call provides encouragement to continue. Teachers are encouraged to learn why students are absent. If the student does not want to continue after the first session, the office should be notified so that a student from the waiting list may join the class. It would be helpful to use class rosters so students can establish car pools and sociability among their classmates.

The counseling role of the teacher involves a positive and understanding attitude. The attitude shapes how the adult students view the teacher, the program and, most importantly, themselves. If the teacher is friendly, accepting and supportive, the students will gain confidence in themselves and their abilities. The teacher should be available to listen to their students' concerns and problems and refer them to the counselor when necessary. The teacher is not expected to be a Carl Rogers or a Sigmund Freud, just a human being who cares.

VI. INSTRUCTIONAL PROCESSES

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A. Adult Basic Education (ABE)

You can't touch it. It's really impossible to capsulize. But its happening in a big way all over Pennsylvania in institutional settings, such as schools, centers, churches, hospitals, prisons, community colleges and in informal places, such as homes, on TV, in automobiles, in the back yard, or on the front stoop.

Adult educators in Pennsylvania were surveyed as to what they thought was the purpose of ABE. Some teachers and aides felt that the improvement of basic academic skills was the main goal; others wished to stimulate interest in reading. Many wanted to help students increase the skills necessary to function as productive and well adjusted members of society. Some stressed improved self-confidence and social skills, while others said simply "independent living." Jim Matlack, formerly of the Community Education Center in Altoona, stated what seems to be the consensus of opinion. "The goals of ABE," said Jim, "are to help adult learners become functionally competent with the skills which they and society perceive as being necessary to survive within their communities." Think seriously about your own goals of teaching. Work with your adult students to help them clarify their own ideas about what they want and need to learn.

The ABE clientele is diverse. Each individual is just that--individual. They work at different paces. Recognize the differences among individuals and prescribe appropriate materials for each of them. Remember, for many, this is the end of the road educationally, their "last chance" at schooling.

I can't tell you precisely how to organize your classroom. However, most clasroom: are a combination of group and individualized instruction. Individualization often takes the form of guided independent learning. Aides or volunteers can be a real asset in spending time with students, so that individual needs can be addressed. All of my students have an individual prescription which is supplemented by group workshops on topics everyone needs to learn.

Flexibility is especially relevant to an individualized classroom setting. You may have 2, 5, 10, or 30 students at one time, all working on something different. Your train of thought, as you go from one to another,

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will switch faster than Pennsylvania weather. One man is reading a low-level book while the woman next to him is learning about auto insurance. If you are a quick thinker and know your materials well, the mind switch becomes a bit easier. This is a skill which ABE teachers must develop with experience.

Teacher attitude is closely related to student achievement. A positive attitude is essential. A condescending or patronizing attitude is not helpful. Many of the students are silently begging for some formal structure and authority. You can provide it in a friendly, but firm way. Joseph Mando of the Erie Adult Learning Center stated quite profoundly, "One must remember the difference between being a friend and being a teacher. An ABE teacher must keep the balance between the two. Being a friend is not teaching, but teaching should be accomplished in a friendly manner."

What tools do you need to teach ABE? You could teach with nothing more than pencil and paper, but let's face it, most of us can't handle numbers of students with that much creativity.

Textbooks are useful and popular, although some of us rely too heavily upon them. Tape recorders with headphones for individual work are useful. A non-native English speaker, in particular, needs the clarity that quality equipment produces. Other useful equipment includes the filmstrip projector, slide projector, and video-tape recorder. However, be aware of copyright laws when taping off the air or broadcasting on the air.

When surveyed, ABE teachers reported using a variety of instructional materials. The following is a list and the percentages of use for each type of resource.

Workbooks	92%
Programmed Instruction	72%
Card Kits	64%
Tapes	64%
Games	52%
Filmstrips	48%
Unit Approach	44%
Television	32%
Basal Readers	32%

Others mentioned: films, discussion, worksheets, newspapers, telephone books, role playing, demonstration, lecture.

We are now witnessing an avalanche of ABE materials, guidebooks and publications on the market. There are a lot of materials being sold and

used which are not very good, amidst much that is very good. Keep the following points in mind when selecting materials:

1. Know your program's purposes and goals.
2. Know your students' individual needs and goals.
3. You are teaching adults, not children.
4. If you like the materials you are using, they will probably be more effective than if you didn't like them.
5. Variety is the spice of life.
6. Materials selection is a continuing process.

Your job as an ABE teacher encompasses two general categories: mathematics and language skills, plus perhaps science and social studies. The American educational system has historically taught each language skill separately, and most ABE programs do also. Just think how many times in your own life do you use just one skill in isolation. Not very often. If your ABE program has separate teachers for reading, English and math, try coordinating efforts. If you teach everything yourself, you can offer creative techniques for conveying skills in a holistic approach that offers more realism to students than some of our traditional methods.

The educational market is being virtually inundated by some very fine new materials on the kinds of daily living skills an adult needs to have. Much of this is a result of the APL (Adult Performance Level) study conducted by the University of Texas at Austin. The APL materials teach basic skills in relation to functional competencies or life skills, thus making the lessons more realistic for adults.

Many teacher-made materials are useful too. If you somehow find the time to be creative and make your own materials, here are some ideas: learning stations, bingo games and survival or functional word flash cards.

Have you ever thought about starting a student newspaper? Many ABE programs have them now. The Lancaster Adult Enrichment Center publishes The Ladder. You can enter your newspaper in a contest run by the New Readers Press. The Ladder won second prize the year before last and first prize last year. You can obtain a copy of The Ladder by contacting Catherine Gibson, Editor, School District of Lancaster, Adult Enrichment Center, Box 150, Lancaster, PA 17604.

A statewide student magazine that you or your students might be interested in contributing to is Adult Student Magazine. For information on submitting articles, contact Tana Reiff.

VI. INSTRUCTIONAL PROCESSES
Tana Reiff
A. Adult Basic Education (ABE)

Another idea for rounding out your program is to present special features such as workshops and field trips. You can invite community resource people in to discuss law, housing, planned parenthood, voting, consumerism or many other subjects. Field trips could be planned to your local courthouse or library or as far away as Washington, D.C. or New York City.

There is, perhaps, no such thing as teaching. There is only learning. Your students will learn only that which they want to learn and are able to learn. It is the teacher's job to surround them with stimuli that will facilitate their learning. It is the professional's responsibility to keep abreast of what is happening in the growing field of ABE. Geoffrey Lucas, a teacher at the State Correctional Institution at Huntingdon states: "I would encourage prospective teachers and teachers already in the field to continually try to upgrade their professionalism. By this, I mean, try to regularly attend workshops, graduate level courses and conferences."

For a comprehensive "Bibliography of ABE Resources" contact AdvancE, Stayer Research & Learning Center, Millersville State College, Millersville, PA 17551, (717) 872-3481.

VI. INSTRUCTIONAL PROCESSES

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B. GED Preparation

General Educational Development (GED) preparation is the most clearly understood, in terms of purpose and scope, of all programs funded through Section 306 of the Adult Education Act. The GED curriculum should address the five content areas of the GED test: reading, writing, social studies, science and mathematics. The curriculum should also deal with test taking and study skills.

The GED program should consist of the following categories: Intake and Diagnosis, Prescription, Learning Activities, and Assessment of Learning.

Intake and Diagnosis. Most GED students come to the program highly motivated with specific short range goals (usually to pass the GED), and in many cases with long range goals. A good GED teacher should assist the students in clarifying their educational goals as soon as possible after entering the program. The student and teacher should, together, determine how realistic these goals are and how much time it will take to achieve them. The GED preparation program should be success oriented for both the students and the teacher. The GED teacher should welcome the students and show enthusiasm for their success.

The GED teacher should establish a standardized diagnostic process for each student that enters the program. A preferred test is the McGraw Hill Tests for Adult Basic Education (TABE). The counselor (or teacher) must provide an explanation of the test results for each student. It is important for the students to have a positive attitude toward their ability to reach their goals.

Prescription. Student performance on the diagnostic test will help the teacher identify the level at which a student should begin to study. The level should be one at which the student can achieve early success. Adult students need as much encouragement and success as soon as possible after beginning the course.

Awareness of each student's goals helps the teacher provide emphasis and direction for the course content. Knowledge of each student's interests helps an understanding and compassionate teacher focus on learning activities which will help contribute to reaching those goals.

Learning Activities. The instructional program for GED preparation is best when allowances are made for individual differences in learning ability and in learning modalities most suitable for each student. The curriculum should provide a variety of instructional and audiovisual materials. An individualized instructional program can best meet the needs of GED students.

Assessment of Learning. Test taking skills, predictive and practice testing (Steck-Vaughn General Educational Development (GED) Practice Test) should be provided as the student nears the end of the GED program. GED students should never be sent to take the GED test without a counseling session at which an accurate appraisal of their chances is discussed. Scoring well on tests provides positive reinforcement to GED students, but the best positive reinforcement of all is the positive attitude of the teacher.

NOTE: College attendance in lieu of the GED testing

An alternative path is available for Pennsylvania residents who wish to receive a Commonwealth Secondary School Diploma and are attending or planning to attend college. The Commonwealth will issue a diploma to applicants who have completed one year (30 semester hours) of college work. This policy became effective April 1, 1972. Approximately 500 students use this mechanism each year. Many college students make use of this procedure in order to become eligible for PHEEA financial assistance, which requires a high school diploma.

VI. INSTRUCTIONAL PROCESSES

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C. APL Instructional System

Introduction. Adult Performance Level, APL, began in 1971 when the U.S. Office of Education awarded a research grant to the University of Texas at Austin. The APL research project redefined adult literacy as functional competencies which are important to coping and surviving in society. According to the APL concept, functional literacy or competency is not simply the ability to read or write at some arbitrarily chosen low grade level. Rather, APL is the ability of an adult to apply skills to several major knowledge areas which are important to adult success in the everyday world. The skills which have been identified as important to functional literacy are the communication skills (reading, writing, speaking and listening), computation, problem-solving, and interpersonal relations. These skills are applied to life situations which are categorized into broad "general knowledge areas" called occupational knowledge, consumer economics, government and law, health and community resources. In surveying a cross section of the American population, the University of Texas at Austin found that a startlingly high percentage of citizens lacked proficiency in these competencies.

Competency-based Adult Education (CBAE). When the APL research was published, the need for competency-based adult education was apparent. William G. Spady (Director of the National Center for School Improvement of the American Association of School Administrators in Washington, D.C.) defines the six critical elements of competency-based education as: 1. Outcomes. Competencies which are indicators of successful performance in basic and life activities; 2. Time. A shift from time-based to outcome-based; 3. Instruction. A choice of a variety of instructional activities and modalities for pursuing a given outcome; 4. Measurement. Assessment which is explicit, known, agreed upon and criterion referenced; 5. Certification. Accomplishment of specific outcomes or competencies; 6. Program Adaptability. An evaluation system whose data is used for diagnosing student remediation and for modifying the program as needed. CBAE is defined in the Report of the U.S.O.E. Invitational Workshop on Adult Competency, February, 1978 as "a performance-based process leading to mastery of basic and life skills necessary for the individual to function proficiently in society."

APL Instructional System. The APL Instructional System was developed by the University of Texas at Austin in response to the need for competency-based adult education. (A flowchart depicting the APL Instructional System

may be found on the next page.) The System is based on the 1978 definition of CBAE and includes the Spady elements for competency-based education. The APL Instructional System consists of the following components: Intake and Diagnosis, Prescription, Learning Activities, and Assessment of Learning.

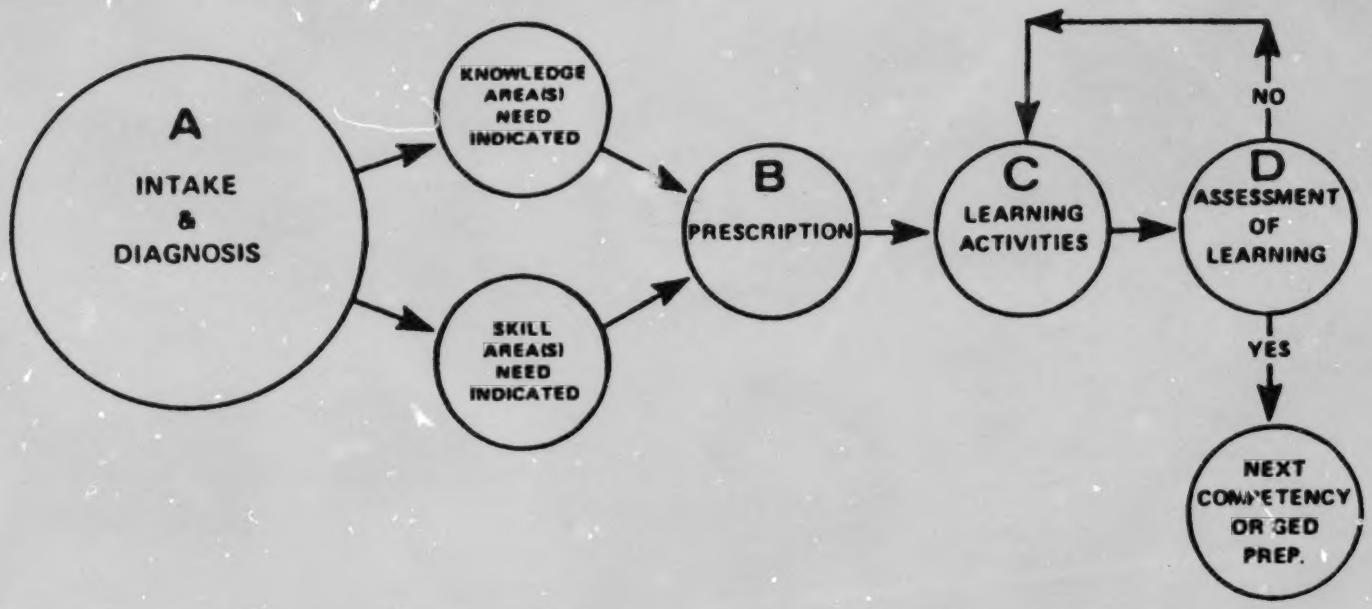
Intake and Diagnosis. At the initial interview, the person who greets the students (or counselor) obtains all the necessary information about the adults and learns about what goals motivated the adults to come to the program. The adults are requested to fill out an information sheet. They may complete the form with the help of the counselor. The counselor can informally assess much from this process. A student APL Interest Survey can also be administered at this time. When the students are ready, formal testing begins. Commercial tests such as ABLE, BOLT and TABE can be used in addition to diagnostic tests in reading and math to determine the remediation needs of adult students. The American College Testing Program (ACT) has developed tests to assess the APL objectives. Information about these tests can be obtained from ACT, 2201 North Dodge Street, P. O. Box 168, Iowa City, Iowa 52240. Telephone, (319) 356-3711.

Prescription. The APL project has developed a prescription form which can be used to record assessment data. The prescription form includes information about the skills test of your choice, basic skills needed, APL Knowledge Areas by APL levels, APL Interest Survey results and APL objectives matched to each student's interest by APL Knowledge Areas.

Learning Activities. When ABE first began in the mid 60s, there were few materials available that were suitable for adult learners. Now there is an avalanche of ABE materials, guidebooks, and publications on the market. Some of the materials are great, others are not. You will need to make that decision. The educational market is being virtually inundated by new materials for daily living skills that an adult needs to have. Much of this is a result of the APL study in Texas. These APL materials present basic skills in relation to functional competencies or life skills, thus making the lessons more realistic for adults.

While volumes of APL curriculum guides are now available, many teacher-made materials are useful, too. Project AdvancE stores and distributes 310 (309) Special Project reports and products. Many of these documents focus on APL related topics. Adult educators, in Pennsylvania, may borrow reports and products from AdvancE free of charge. AdvancE also has a Bibliography of APL Resources which was developed by Indiana University of Pennsylvania. Adult educators may call or write AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, Pennsylvania 17551. Telephone, (717) 872-3481.

APL Instructional System: ABE/GED Programs



COMPONENTS:

A	B	C	D
Information Sheet TABE (or any skills diagnosis) APL/ACT tests	Informal Needs Assessment Prescription Blanks	Materials and Activities (Teacher Made or Commercial)	Teacher Made Tests Competency Demonstration CAM's / TABE } Post Tests

It is essential to provide adult students with a variety of learning activities which are related to appropriate basic and life skills. In addition, it is important that the learning activities are based on learning styles appropriate to the adult learners. All instruction should be focused on specific competencies with a flexible amount of time allotted for it.

Assessment of Learning. The assessment of learning should consist of indicators of successful performance of basic and life skills. The content and the strategies of the assessment should be clearly defined, known to the adult students in advance, and administered with a flexible time schedule. Assessment of the students can take the form of pre and post tests, checklists, self-evaluation and/or demonstration of competencies. The students should be assigned or reassigned based on assessment results.

The evaluation system should collect data for continued revision and refinement of the instructional program, as well as data for diagnosing weaknesses and necessary remediation for students. Certification should be based on each student's accomplishments related to specific outcomes or competencies. Finally, staff development projects should be based on both student and program evaluation results.

For further information about APL or workshops on how to implement the APL Instructional System, contact Judy Cope at the address provided at the beginning of this article.

VI. CURRICULUM FOR BASIC AND SECONDARY PROGRAMS

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D. English as a Second Language (ESL)

Methods and Techniques (Kleinmann)

For years linguists, psychologists, and educators have wrestled with the question of how a second language can best be taught. Most of the literature dealing with second-language pedagogy has centered around English, and numerous methods and techniques have been suggested for the teaching of English as a second language.

Of the many methods that have been practiced, grammar-translation, mimic-memorization, audio-lingual, cognitive code, and the direct method have been some of the most common. An understanding of the goals of the adult ESL learner and the nature of the second-language acquisition process sheds light on procedures (methods) we should employ and techniques we should implement to teach ESL.

We know from experience that our ESL/ABE students are interested in improving their aural/oral and literacy skills in English. Some students' goals may emphasize the development of one skill over another, but usually students are still concerned with developing all the basic skills of listening, speaking, reading, and writing. We know, too, that adults are not able to acquire a second language as easily as children and benefit much more from formal second-language instruction. Informal, unstructured exposure to ESL is not enough for an adult learner to become proficient in the language. At the same time, overly structured lessons marked by mechanical exercises exclusively are unnatural and do not address the need to develop communicative competence in ESL learners.

What implications does the above have at the method and technique level for ESL instruction? First, it points to the undesirability of thrusting adult learners into an unstructured learning setting where no focus on or sequence to specific language items exists, and where they are required to organize the target linguistic system from total immersion in the language. Such an approach would be like teaching swimming by

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casting learners into the deep end of a pool and allowing luck and instinct to take over. Although some might survive, one can imagine what the statistics on drowning from this method of training would be.

Second, the opposite extreme of having second-language learners memorize and drill specific target language material to the exclusion of any other activities is just as undesirable. Indeed, a student could memorize and repeat the entire works of Hemingway and still not be able to manage the rudiments of English grammar.

What seems to be most desirable is to have an eclectic approach to ESL teaching methodology. There is a place for mechanical drills and exercises, and there is a place for freer communicative techniques. ESL teachers who organize their classrooms, by designing lessons that move from controlled exercises to successive stages of decontrol culminating in free, communicative interaction activities, will have the best of possible worlds.* The teacher in this way will ensure that the procedures for addressing the needs of the adult ESL/ABE learners will be in harmony with the second-language acquisition process as we understand it at present.

ESL Coping Skills (Bind)

The linguistic and non-linguistic needs of your students are so tightly interwoven that they are actually one. ESL students are often newcomers to the community or even the country. As with other newcomers their adjustment can be made easier by a "Welcome Wagon" or some other service whose function is to orient them to the community. The inability of ESL students to speak the language complicates their adjustment, and because of cultural or linguistic reasons, they are unable to obtain the information necessary to meet their personal needs and the needs of their families.

As an ESL teacher, you may be instrumental in helping your students find the information and services they want. This is just as important to your students as learning the language and in some cases, you may be the only person your students can turn to for such help. Following is a list of topics with which ESL students are often unfamiliar and which they may need to know. You may just briefly mention some of them or develop lessons around others to supplement your regular lessons. These are suggestions and not all of them will be appropriate for all of your students. You may be able to add to the list, drawing on local resources. You are the judge of which ones can be useful to the people you are working with. In any case, these topics are a basis for learning useful vocabulary and the nature of the subject matter

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* The reader is directed to C.B. Paulston, Teaching English as a Second Language: Techniques and Procedures (Winthrop, 1976), and to M. Finocchiaro, English as a Second Language: From Theory to Practice (Regents, 1964) for further elaboration and application of these and other ideas concerning ESL teaching methods and techniques.

which allows the structures of the language to be reinforced in a way which renders them functional--a very important aspect of language learning. Thus, these topics are not presented instead of language instruction, but as a very meaningful supplement to it. Where appropriate, you should provide a brief description of the service, the location, hours, a telephone number and the name of a person whom they may contact for more information.

Health Education

Clinics and health centers
First Aid and First Aid Classes
Hospital
Tele-Med library
Doctor and dentist referral
Family Planning Center
Birthright
Childbirth Education Association
Heart Association (Blood pressure screening, etc.)
American Cancer Society (Information, pamphlets)
Government Publications (some in Spanish)
Counseling Centers
Health Insurance
Nutrition
Food Preparation

Occupational Knowledge

Where to look for jobs
Where to be trained for jobs
How to fill out a job application
Writing a resume
Job interview techniques
Equal Employment Employer
Social Security
Income Tax
Unions

Government and Law

Legal Services
Immigration and Naturalization
Taxes

Consumer Economics

Shopping (unit pricing, coupons, thrift shops, credit cards, catalog ordering)
Taxes
Rent
Utilities (understanding billings)
Reading Meters
Conserving Energy
Banking (vocabulary, types of accounts, how to write a check, balancing a checkbook, loans)
Insurance (health, life, auto, home)
Post Office (money orders)
Better Business Bureau
Bureau of Consumer Protection

Community Resources

How to use the telephone book
How to use public transportation (bus, taxi, train)
Understanding schedules
Meaning of exact fare
Getting a driver's license
Social clubs
Service clubs
Interest clubs
Sports
Recreation centers/parks
International clubs
Emergency numbers and information
Community Libraries
Holidays
Head Start
Day care
Food stamps
Employment Bureau
Post Office (letter writing)
Newspapers
Accepted social customs

VI. INSTRUCTIONAL PROCESSES

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E. Adult Basic Education and CBAE: The Lancaster Plan

One of the results of the USOE Invitational Workshop on competency-based adult education (CBAE) held in Metairie, Louisiana, September 26-29, 1977 was the development of a functional definition of CBAE as "a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society." Any attempt to develop a unique curriculum leading toward such mastery for all ABE adults would necessitate a second meeting on Mount Sinai. Let us rather examine some of the issues that were faced in integrating CBAE into one adult education program and developing a curriculum to meet the specific needs of one community as illustrated in "The Lancaster Plan."

CBAE and Least Educated Adults. ABE programs and consequently ABE administrators have been roasted for failure to reach least educated adults. Issues involved include fulltime teachers and prime time programs, provision of funds for transportation, babysitting and stipends, a pipeline into the community for recruitment and the development of low-level, high-interest adult materials. When faced with the alternative of reaching this audience or turning ABE over to community agencies, many adult educators are looking to CBAE for the answer. But a CBAE curriculum cannot be simply graphed onto the standard ABE program to produce roses from a corn stalk. Fundamental changes in ABE program design are necessary. ABE administrators have knocked their heads against a stone wall for years trying to meet a fulltime problem with part-time funding and a program design dating back to the "naturalization classes" of the early 1900's. What changes can be made? Where can we look for help?

The Community Connection. The federal government has spent billions of dollars in the past decade to promote the general welfare and upgrade the skills and earning power of its least educated adults. State and local governments contribute added taxpayer dollars to the same pot. Neither the funding nor the responsibility for doing the job falls solely on education. In many communities a multiplicity of services too often means a duplication of effort, with the "least likely to succeed" living off the agency system while others' needs go unmet. In today's world of tightening budgets and bottom line accountability, the best solution to meeting the needs of least educated adults lies in a community pool of expertise and monies to do the job.

VI. INSTRUCTIONAL PROCESSES
Sherry Royce
E. Adult Basic Education and CBAE: The Lancaster Plan

The Lancaster Plan. The Lancaster Plan began as a gleam in the eye of Larcaster's Community Action Program (CAP). Lancaster CAP, originally set up under the Economic Opportunity Act of 1964, is a private organization providing program resources to Lancaster's rural and urban poor. Believing that full employment is the logical answer to poverty, CAP turned to CETA, the Lancaster-Lebanon Employment Training Program to develop and fund a work-Experience program for Lancaster Country's undereducated, unskilled and unemployed adults.

In the summer of 1977, Lancaster-Lebanon CETA, like many of its kind throughout the nation, was under the gun to provide more services to the least educated and unskilled in the community. Consequently, they allocated nearly $1,000,000 of local Title I funds to this project. The stated goal was: To provide the assessment, personal development and skills training necessary for an undereducated, unskilled adult to become a goal-directed, responsible, employed citizen. The skills training was to include both work experience and education. Therefore, Lancaster CETA turned to Intermediate Unit 13's adult education department (IU 13) and asked if we wanted to run a GED component to this program.

Expanding the Educational Horizon. The answer was "NO!" Although work-experience programs are usually wedded to GED components, ten years of experience working with least educated adults plus five years of exploring CBAE curriculum as a test site to the University of Texas' APL study suggested to us that there was a better way. We proposed an integrated CBAE program. CAP would provide the work experience and job attitudes training, IU would provide assessment, career guidance and an academic/life skills curriculum. Specific competencies viewed by the community, the staff and participants as essential to the program goal would be established. Participants would be certified for purposes of program raises, employment referrals and educational attainment according to their acquisition and demonstration of a continuum of competencies. Thus the Lancaster Plan was conceived and put into action as a joint effort on the part of CETA, CAP, and IU 13.

CETP Program Structure. Participants in the CAP Employment-Training program (CETP) are required to meet specific admission criteria. They must be unemployed 30 days or more, meet CETA low-income criteria and have no high school diploma or a tested educational or language deficiency. Of the 476 adults enrolled from October 1977 to September 1978, nearly half were below sixth grade level in reading or math, and over one-quarter were basic readers, limited English-speakers or mentally retarded adults. According to the APL life skills tests, less than two percent could be classified as functioning proficiently upon program entrance. The problem of identifying and recruiting these adults was handled successfully in Lancaster by CAP case managers and in Lebanon by Department of Welfare case workers.

Minimum wage is paid to participants upon entry into the eighteen-week program. A raise is possible at the end of the six-week and twelve-week evaluation period as determined by in-school and work-site performance. Classes are

limited to twelve to fifteen students in three and one-half hour morning or afternoon sessions. The rest of the day is spent at job sites under the direction of CAP crew leaders. CAP further provides transportation to and from classes and work sites and babysitters for those who need them. Despite these factors, regular attendance for this population is still a problem. However, program retention for the first year was a promising seventy-seven percent.

Most students remain in the program an average of thirteen weeks; job placement was considered a positive termination. Thus with six classes each serving twenty-five students daily, and with a quarterly class turnover, this two-county program could serve six hundred least educated adults at capacity operation.

A Price Ticket on Education. "But where do I find the money to pay full-time teachers and aides? Where can I get free classroom space for forty hours a week? I will need an extra counselor and travel money for the staff. It just can't be done!"

Yes it can! Your LEA or college can contract directly with CETA to provide supplementary staff, equipment and rent to programs serving CETA participants. Just remember, both ABE and CETA are federal programs and neither can serve as local in-kind of matching funds for the other. Both programs are mandated to serve the same population. By combining efforts and sharing costs, the taxpayers as well as the participants come out winners.

Translating Competencies into Curriculum. Once you've made the community connection and established the framework for a viable CBAE program, the next step is determining curriculum. In any program designed to prepare the adult to become a responsible citizen of the community, the competencies established must reflect community values as well as participant needs. A community survey and a participant questionnaire are simple but necessary first steps in preparing for a CBAE program.

In Lancaster, we were lucky. Pennsylvania was in the process of examining high school graduation requirements and revising curriculum to meet the needs the community saw for its youth. Lancaster School District sent out a survey to 400 randomly selected Lancaster City residents asking them to rate as important to non-important 71 different life competencies and to indicate which competencies should be graduation requirements. Seventy-five of those surveyed responded.

CETP participants and staff were given a similar questionnaire based on 100 life skills tasks categorized under the five APL areas. Participants were asked to rank the ten skills they wished most to acquire. Teachers were surveyed prior to administering the students' questionnaire. In comparing the Lancaster City and CETP study we found that the life skills the community rated essential for high school graduates were the same skills high school dropouts

wanted most to acquire. It was also apparent that ABE teachers were extremely sensitive to the needs of their students. As a result of the two studies, forty-five life skills topics were established as part of the CETP curriculum (see Table I on the following page).

Breaking a Cardinal Rule: Time Constraints. Flexible time has been accepted as a basic tenet of CBAE. CBAE proponents recommend demonstrating minimum competencies for graduation in a flexible time frame. This concept of unlimited time is completely unrealistic when dealing with least educated adults. Time for education will always get short shrift when competing with time for any of Maslow's first level survival needs.

In the Lancaster Plan, an alternative to flexible time is possible. A continuum of academic, life skills and work attitude competencies is established and rewards are based on evidence of growth within a finite time period. This certification of growth indicating a willingness to learn and become a responsible employee has proved to be more important to most employers than a high school diploma. Until such a time as the community will accept this continuum of competencies in lieu of a diploma, efforts are being made to establish realistic criteria for an external diploma.

Currently seven of twenty-two school districts in the two-county area offer local diplomas to GED graduates who reside in the district or who last attended a district school. Another district has the matter under consideration. One school board requires that out-of-school youth and adults complete a life skills program or attain an APL 3 level before granting their district diploma.

In 1978-1979, IU 13 adult staff administered the Test of Adult Basic Education (TABE) and the APL test to a stratified grouping of 25 graduating seniors in area high schools. The results were used to establish a normative range of academic and coping skills for each district. Next year, a similar testing program will be undertaken for special education and limited English speakers. An effort will then be launched to have these districts grant external diplomas on the basis of: 1) their established academic range; 2) life skills proficiencies equal to or higher than the high school seniors; and 3) successful work records or job-ready attitudes as evidenced by performance rating in a work-experience or skills training program. This type of external diploma could provide the motivated unskilled, unemployed adult with the support needed to make it into the mainstream of our society.

Teacher to All Levels. How do you handle a classroom where academic ability ranges from ESL orientation level to the pre-GED adult with a reading level of 8.5? ABE teachers have faced this problem with varying degrees of success for 15 years, but CBAE does make it easier. Individual assessment and student/teacher goal-setting identify areas to be mastered in basic and life skills. While students' academic levels vary, the basic knowledge competencies to be acquired are usually the same. Thus by accommodating for heterogeneous materials and learning levels within a homogeneous life skills curriculum, individual needs can be met while stimulating the group dynamics conducive to

TABLE I

LIFE SKILLS OBJECTIVES*

I. OCCUPATIONAL KNOWLEDGE

*1. Job interests and needs
2. Writing personal fact sheet
3. Understanding "help wanted" ads
4. Seeking employment by telephone
5. Writing a letter of application
*6. Filling out a job application
7. Understanding fringe benefits
8. Understanding payroll deductions
9. Understanding labor unions
10. Good work habits
11. Questions to ask possible employer
12. Preparing for the interview

Number of Completed Topics _____

II. CONSUMER EDUCATION

*1. Buying a new/used car
*2. Making a family budget
*3. Renting an apartment
*4. Consumer protection
*5. Buying insurance
6. Comparison shopping
7. Major appliance purchase
8. Checking account
9. Borrowing money
10. Savings account

Number of Completed Topics _____

III. HEALTH AND SAFETY

*1. Basic first aid
2. Danger signs of cancer
3. Home safety
4. Planned parenthood
5. Problems of drug abuse

SUPPLEMENTAL - 3 of 5

a. Heart disease
b. Planning well-balanced meals
c. Identify common illness
d. Mental health
e. Proper care of the sick

Number of Completed Topics _____

IV. GOVERNMENT AND LAW

1. Voter registration/using the ballot
*2. Legal rights for juveniles
Legal rights for adults
*3. Obtaining legal aid
*4. Federal income tax forms
*5. State and local tax forms

SUPPLEMENTAL - 2 of 4

a. Understanding legal papers
b. Social Security
c. How the court system works
d. How the government spends your taxes

Number of Completed Topics _____

V. COMMUNITY RESOURCES

1. Using a road map
2. Using public transportation
3. Using the public library
*4. How to get a driver's permit
*5. Contacting emergency services

SUPPLEMENTAL - 2 of 4

a. Making reservations
b. Road signs and signals
c. Recreational facilities
d. Educational opportunities

Number of Completed Topics _____

VI. PERSONAL DEVELOPMENT

(A Counseling Component)

1. Assessment/self evaluation
2. Values clarification
3. Decision making
4. Goal setting
5. Career search
6. Career action plan
7. Job or training search

Number of Completed Topics _____

*Those items starred indicate life skills objectives ranked by both students and teachers in the top five in order of importance in each APL category.

the learning and attitude-changing process. The provision of ESL, of special education and of basic reading itinerant tutors has been extremely helpful in the development of specialized curriculum as well as in classroom management. Trained volunteers and part-time aides funded through the Office of Aging have also worked out well.

Identifying and Developing CBAE Materials. The Lancaster curriculum rests upon a continuum of life skills competencies and basic skills competencies to be mastered by the participant according to his level and ability within a finite time period (13 to 18 weeks). We involved our teachers in the process of selecting and/or developing materials that would best enable the participants to acquire the identified competencies. In this way, we were able to assist teachers to understand, accept and enrich the role of facilitator/teacher in a CBAE program.

A Word to the Wise. Many commercial materials are now available and more are being published every day that advertise their wares as competency-based. Some of these, such as Cambridge's Reading for Survival series, PAR's Label packets, and Fearon-Pitman's new ABLEST readers and Lifeline series, were written by ABE practitioners well versed in CBAE. Others also provide the essential integration of reading, math and/or language skills with basic knowledge areas that will enable teachers to present academic and life skills concepts within the framework of one lesson.

Many informative bibliographies on ABE and APL materials and resources have been disseminated. A review of their abstracts followed by a review of the materials selected in the best way to quickly identify CBAE resources suited to your program needs. A new and excellent bibliography of this type is "APL/ABE Materials for Teaching Functional Literacy in North Dakota Programs," Dickinson Public School District, Dickinson, North Dakota.

Using 309 (310) Funds. Developing large-scale, teacher-made instructional materials for CBAE programs has both advantages and hazards. Teachers engaged in such a process are never the same again. The chances are ninety-to-one that they will henceforth trade their old standby teacher's guide for a more eclectic approach to the selection and use of resources. In addition, materials produced are generally tailormade to fit program and participant needs. These two factors alone would be enough to make even a cautious administrator commit to the process. However, by the same token, there is significant time and money involved, and also the knowledge that very few curriculum materials developed locally are transferable for regional or national dissemination. Nevertheless, when commerical materials do not meet your needs, state 309 (now 310) research and development funds are available. One of the best listings of CBAE teacher-produced curricula from 309 (310) projects is in the "Competency-Based Adult Education Profile," and "Son of Profile" compiled by James Parker, Division of Adult Education, USOE.

Revising and Standardizing Curriculum. No attempt was made to standardize the Lancaster curriculum until a whole year had passed. By April 1977, it

became apparent that: 1) some teachers made more effective use of resource persons and media activities than others; 2) some teachers were intimidated by the breadth of information in a life skills curriculum and concentrated on academics as much as possible; 3) our counselor, realizing the relation between motivation, personal development, goal-planning and participant retention, began to search for counseling materials at a low-reading level; and 4) a resource library of commercial and teacher-made CBAE materials coded to life skills areas was needed.

While volumes of APL curriculum guides are now available, the time to read and digest them is not. Many teachers feel threatened by the vastness of the APL areas. They don't know where to begin to attack the whole subject. Many continue teaching those skills they feel most comfortable with and pay lip service to the rest of the content and skills. Previous experience has taught that a highly-structured curriculum devised by a curriculum specialist and imposed upon classroom teachers without their input does not work--no matter how good it is. So we applied for a 309 Minigrant, "APL Made Easy," to aid teachers and the program through this transition.

"APL Made Easy" is simply a set of 100 laminated cards dealing with the twenty-five topics identified as high need areas. Inexpensive to produce, stored handily in a card case in each classroom, and as easy as following a recipe, these cards identify: 1) teacher preparation; 2) basic skills to be learned; 3) activities best suited to attaining the desired competency; 4) demonstration of the competency; and 5) individual utilization of the competency.

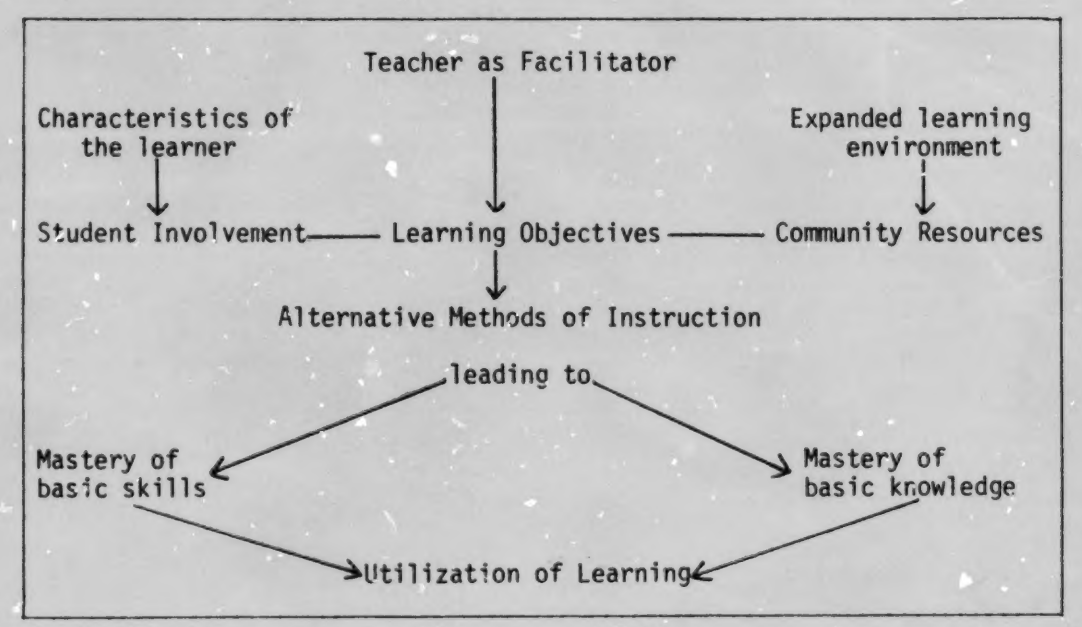
When the card catalog is complete, all teachers will have at least one way to handle each identified life skill. A variety of activities will be assured within the curriculum. Basic texts and supplemental materials will be agreed upon and coded for library use. As teachers develop alternative activities, resources or materials, these can easily be carded and disseminated so that eventually The Lancaster Plan will offer a variety of activities leading to proficiency in the life skills areas--all teacher researched, developed, tested, and accepted.

CBAE and the Bottom Line. CBAE is both a program and a process. Putting the program into an established structure requires research, development, and determination. This sequence has already been accomplished through The Lancaster Plan. Modeling the process into standard program procedure requires an understanding of and commitment to CBAE philosophy by program staff. This involvement requires a fundamental change in the role of the teacher and the interrelation between staff, student and the community.

The model on the next page depicts the CBAE process being tested as an integral part of The Lancaster Plan.

VI. INSTRUCTIONAL PROCESSES
Sherry Royce
E. Adult Basic Education and CBAE: The Lancaster Plan

The CBAE Process



In the CBAE classroom, the teacher's primary role is as a facilitator of learning. Identifying student's needs, the teacher works with the individual to determine learning objectives. This must be done with an eye to the student's relation to the community and the resources the community can commit to the learning process. A method of instruction is selected which meets the individual's unique pattern of learning and leads to mastery of basic skills and knowledge. The end product or bottom line of CBAE and all education is not merely skill/knowledge mastery but the future utilization of this learning for the benefit of the individual.

The CBAE program that provides training in mastering "the learning process" as well as practice in acquiring life skills competencies is well on its way to preparing least educated adults to function proficiently in society.

VI. INSTRUCTIONAL PROCESSES

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F. Competency-Based Diploma Program

The Harrisburg City School District has been working on the development of a competency-based high school diploma for out-of-school youths and adults for the past four years. To date, there have been approximately 100 graduates.

The project has developed a curriculum based on the Adult Performance Level Project and a system for giving credit for life and work experiences. Graduates receive a regular Harrisburg High School Diploma.

The project grew out of what the Harrisburg City School District's adult education staff perceived as a need to offer alternative methods for adults to gain a high school diploma. The project began with two major goals. It was evident that adults needed to be "functionally literate," but there was no motivation for adults to study life/coping skills if they wanted to pass the G.E.D. The second goal was a desire to be able to give adults credit for valid life and work experience.

All applicants must demonstrate competency in the following knowledge areas:

Occupational Knowledge
Consumer Economics
Health
Government and Law
Community Resources

They must also demonstrate competencies in the following skill areas:

Problem Solving
Interpersonal Skills
Computational Skills
Communication Skills

Applicants may demonstrate competency through testing. If they need instruction, an individualized learning program is prescribed.

VI. INSTRUCTIONAL PROCESSES
Rockie Filaoro
F. Competency-Based Diploma Program

The major goals for Government and Law is to enable individuals to gain knowledge which allows them to understand society through government and law and to be aware of governmental functions, agencies and regulations which define their rights and obligations. The major goal for Health is to enable individuals to gain knowledge which allows for the insurance of good mental and physical health for themselves and family. The major goal for Consumer Economics is to enable individuals to utilize their monetary resources. The major goals for Community Resources is to enable individuals to understand the utilization of available public resources, such as public and private community agencies and to obtain a more satisfactory mode of living. The major goal for Occupational Knowledge is to enable adults to secure and hold employment in accordance with their individual needs and interests.

All students must complete Life Skills Activities which are applied performance tests designed to evaluate the applicants competencies in real life situations. Some examples of these tasks are the actual demonstration of how to use a ballot, read a thermometer, apply first aid, plan nutritious meals, prepare a resume, and comparison shop for groceries.

Applicants then proceed onto individualized competencies which can include three different areas: Occupational/Vocational, Advanced Academic or Advanced Specialized. The Occupational/Vocational areas is the area most applicants are involved in. In this area, applicants may receive credit for life and work experience if they can verify that they have entry-level job skills through an employer's evaluation, presenting valid documentation such as a union card or a license, or through evaluation by a professional in the same field. Applicants may be referred to a skill training program if they do not meet the requirements.

Approximately the same number of students are receiving their G.E.D. each year through the Harrisburg Adult Learning Center. The CBD program has not affected the G.E.D. enrollment, but it has become a better alternative for many students who otherwise may have lost interest and dropped out of school.

For further information contact Joan Beers, Director of Adult Education, Harrisburg School District, 1201 North 6th Street, Harrisburg, Pennsylvania, 17102, (717) 255-2477.

VI. INSTRUCTIONAL PROCESSES

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G. Experience-Based Diploma Program

A new and different adult program in an urban school district is attracting a new and different adult clientele. The Experience-Based Adult Diploma Program in the Harrisburg City School District serves students who are educationally competent, economically stable, socially adept, high achieving, highly motivated and contributing, responsible citizens. In fact, the only thing the students lack is a high school diploma. What is most remarkable about the students is that despite their many accomplishments, they still value and cherish the high school diploma that has eluded them.

Their reasons for dropping out of school were as valid and as varied as their talents--poverty, love, war, family problems, growing pains. The one common and repeated emotion was a feeling of failure at an early and sensitive age. Failure to graduate from high school for most of the participants was a gnawing, agonizing emotion waiting to be resolved. As the 79 year old graduate stated, "Now my great-grandchildren will know that I wasn't such a dummy after all."

Harrisburg's Experience-Based Program is short on history, but long on progress. A June 1978 newspaper article headlined "Never Graduated? Maybe You've Earned it," brought 35 requests. From the first group of applicants 22 received diplomas in November 1978. A second group of 18 graduated in May, 1979. By June, 1980, a total of fifty graduated in the program.

Procedures for Implementation

1. Transcript Verification - The applicant supplies identifying information (usually by phone) to activate transcript. (Initial Contact Form - #1)

2. Initial Interview - The applicant participates in an information gathering interview (usually one hour in

length) with a school district administrator. The applicant recounts vocational accomplishments, formal and informal academic training, avocational attainments, travel and civic experiences, and family and personal responsibilities. (Interview Guideline #2, Interview Format #3)

3. Statement of Confidentiality - The Interviewer signs a statement of confidentiality concerning the release of student information. The applicant signs a statement of confidentiality giving permission to contact references. (Interview Guideline #2, Format 3)

4. Verification and Validation of Experiences - The verifying/validating evidence can include licenses, awards, citations, job descriptions, course descriptions, test records, photographs, slides, audio and video tapes, armed forces separation papers, etc.

   The applicant may be asked to supply letters of commendation from employers and/or colleagues, samples of written work if applicable, or samples of products designed or built.

5. Portfolio - The information and verifying evidence collected are used to develop a portfolio for each applicant.

6. Portfolio Review - A review committee consisting of Harrisburg School District staff members review the applicant's portfolio. The committee will match and relate the applicant's experiences with the knowledge and skills required for academic credit in selected high school courses.

7. Profile - Following the review process, the committee designs a profile for the applicant. The profile includes a list of the academic skills needed for graduation, a statement about the degree to which each of the skills has been attained and a statement about the method of assessment used. (Forms 6A & 6)

8. Based upon the profile, the committee makes recommendations to the candidate. (Form #7)

9. Students who need to remedy deficiencies are assigned to a teacher (assessor) for individualized instruction. The instruction is based upon an agreement between the student and the teacher in the form of a student prescription of skills to be learned and activities to be accomplished. (Form #8)

10. Proficiency Demonstration - Depending upon the particular skill and the nature of the candidate's experience, a variety of methods is available for the candidate to demonstrate proficiency:

a. Performance assessment: The candidate is asked to perform a predetermined set of tasks under clearly defined conditions. The task may be to make a speech, write a paper, operate a machine, perform on a musical instrument, etc.

b. Product assessment: The candidate is asked to submit a product for judgement such as an art piece, a written document, photographs, a technical product, etc.

c. Objective examination: The candidate is asked to take a test in a particular area such as basic mathematics, American history, etc.

11. Final Recommendation - The committee recommends to the Superintendent of Schools that the candidate has met all of the requirements for a Harrisburg High School Diploma or recommends to the candidate a further course of action. (Form #9)

12. Other Adult Diploma Programs - Candidates who are deficient in more than two academic areas are advised to pursue other programs at the Adult Learning Center.

VI. INSTRUCTIONAL PROCESSES

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H. Vocational-Based Education

The Connelley Skill-Learning Center is committed to serve Pittsburgh's post-secondary school population regardless of its psychological, social and academic history. The Connelley staff believes that student desire and unconditional positive regard for the student population can overcome what most institutions regard as impediments to learning. Collectively and individually the staff at Connelley is dedicated to this belief. The reality of this philosophy is that there are virtually no entrance requirements for the majority of the Skill Center's classes. Solving the myriad problems generated by this belief is an ongoing testimonial to the abilities of the total staff.

The staff at Connelley has developed six post-secondary vocational programs. The programs are separate but include interrelating components. The programs are: The 13th/14th Year, CETA, State Retraining Classes, Project Advantage, The Learning Center and Evening Classes.

The 13th/14th Year. This program embodies the heart of the Skill Center. There are twenty-four classes covering nineteen different vocational skill areas. The program serves over 1,100 students annually.

The CETA Program. This program includes five classes. The students are recruited, sponsored and referred by local prime sponsors to the Connelley Skill Center.

State Retraining Classes. This program provides four health related courses: Licensed Practical Nurse, Dental Technologist, Food Service Supervisor, and Surgical Technologist. Licensure restructions mandate a high school diploma or GED for program admission.

Project Advantage. This program provides three courses: Power Sewing, Food Service, and Clerical Vocational classes for the multiple handicapped and/or disadvantaged individuals.

The Learning Center. This is an academic remedial program which includes tutoring in basic skills for grade levels one through eight. It also includes classes in English as a Second

Language (ESL) and GED preparation and testing. The students attend the Center to gain skills needed in order to accomplish their vocational goals and/or to upgrade academic skills.

Evening Classes. The evening program includes several apprenticeship classes, twelve vocational classes and ten satellite ABE classes.

Annually, over 9,000 individuals are served through the Connelley Skill Center. Most of the students are attracted by a second chance to invigorate their lives through new skills and vocational options. Others desire to obtain or refine their academic skills, and some merely wish to enrich their personal lives. Even though all are served, not all successfully reach their goal. Each year hundreds are placed in jobs, and 2,000 successfully pass the GED test. The successes of these adult students insure and prove Connelley's niche in the education community of the Pittsburgh area.

VII. HOW TO INITIATE, DESIGN AND IMPLEMENT PROGRAMS

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The Pennsylvania State University
217 Grange Building
University Park, PA 16802
(814) 865-7679

A. ABE/GED Funds (Section 306)

Application for ABE/GED Funds (Jones)

Each year the Pennsylvania Department of Education, Division of Adult Education and Training Programs, with a grant from the U.S. Education Department, funds from 200 to 300 different ABE/GED programs throughout the state. These programs are diverse in size, scope and the nature of the clientele that they serve.

In March, the Department of Education uses the Pennsylvania Bulletin and letters to previously successful ABE program directors to announce the availability of adult basic education funds. Local educational agencies, public or private non-profit agencies, institutions or organizations are eligible.

A proposal review process is used by each area ABE advisor to review each proposal. Each proposal must conform to the published ABE guidelines and instructions provided by the Division. If the applicant is a private non-profit agency, institution or organization, certification must be shown that proves that the agency met with the local educational agency to work out a cooperative relationship. The public or private agency must certify, in writing, that the educational agency has reviewed and commented on the proposal application.

In order to apply for ABE/GED funds, write or call the above Harrisburg address and for further information about ABE/GED funds, see the "Program Operation" section of the Adult Education State Plan, 1980-82, pages 38-43.

VII. HOW TO INITIATE, DESIGN AND IMPLEMENT PROGRAMS
Gordon Jones and Barbara Hanniford
A. ABE/GED Funds (Section 306)

Data Collection System (Hanniford)

Survey data collected from all students, staff, and programs represent the major effort in ABE/GED reporting. The primary purpose of this data is to fulfill federal regulations requiring that each state submit an Annual Performance Report. In addition, each year since 1974-75 the State has issued two other reports which are disseminated to each local program a few months after the close of the fiscal year.

The Administrative Survey of Adult Basic Education Programs presents a statewide profile of students, staff, and programs. Individual Program Summary Reports summarize each individual program's data.

In order to produce these reports and to satisfy federal requirements, information is collected through the use of three forms: Program Data Forms, Staff Data Forms, and Student Intake/Data Forms. A package of reporting forms and instructions are sent to each program after it has been approved officially by the State ABE office. One Program Data Form must be completed for each program, and individual Student and Staff Forms are needed for every participant or staff member in that particular program.

The content and format of the forms reflect federal requirements as well as concerns and needs expressed by state and local program staff members. The forms have been designed to be as short as possible while still collecting all of the information required. Staff members are instructed to complete and return all forms within 30 days following the termination of a program.

At the close of the fiscal year, data from all three forms are tabulated to complete federal and state reports. For this reason it is important that staff members provide as complete and accurate information as possible. For example, an incorrect program number results in an individual not being counted in program totals.

If age, sex, or race information is omitted it is impossible to include that individual in any description of the students or staff.

For further information concerning this reporting process, please contact:

Bureau of Research and Evaluation
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
(717) 787-4860

VII. HOW TO INITIATE, DESIGN AND IMPLEMENT PROGRAMS

Contact: Jack Sittman, Coordinator
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B. Special Project Funds (Section 310)

The authorization for the administration of the Special Experimental Demonstration and Adult Education Personnel Training Projects is cited in Section 310 of the Adult Education Act.

Section 310 provides support for special experimental demonstration projects and for training persons engaged or preparing to engage, as personnel in programs designed to carry out the purposes of the Act. Authority for administration of Section 310 was transferred from the U.S. Commissioner of Education to the State educational agencies by the Education Amendments of 1974.

The Act requires the Department of Education, through its State Plan for Adult Education, use not less than 10 percent of its annual federal allotment for special experimental demonstration and teacher training projects. Priorities are set and full applications are reviewed and evaluated by the State Review Board. The State Review Board is composed of six (6) members of the staff of the Division of Adult Education and Training Programs and fifteen (15) individuals throughout the state who may be deemed to have special technical knowledge appropriate to specific proposed projects. Proposals will be reviewed and evaluated using the general and specific criteria established for these proposals.

The Department of Education uses the Bureau Director Memorandum, the Higher Education Circular, and the Pennsylvania Bulletin to announce, by February 1, the availability of funding and the priorities to be addressed for Special Experimental Demonstration and Teacher Training Projects.

Eligible recipients of Special 310 projects include state education agencies, local education agencies, public and private nonprofit agencies, organizations and institutions, and individuals. Interested and eligible applicants may request information and preapplication guidelines from the above address.

For further information about Special 310 projects, see the section entitled "Special Projects Operation" in the Adult Education State Plan, 1980-82, pages 46-52.

Contact: Judith L. Cope, Director
Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
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C. Supplemental Funds

Some possible sources of supplemental funding for adult education in Pennsylvania are:

1. CETA
2. Area Agencies on Aging (AAAs)
3. Governor's Justice Commission
4. Vocational Education Funds
5. Pennsylvania Department of Community Affairs
6. Federal Revenue Sharing - City and County
7. Industry and Private Contributions

Other possible supplemental funding sources at the federal level are:

1. Adult Indian Education
2. Adult Immigrant and Indochina Refugee Education
3. Alcohol and Drug Abuse Prevention
4. Basic Skills (Formerly Right to Read)
5. Community Education
6. Community Service and Continuing Education
7. Consumers' Education
8. Education Television and Radio Programming
9. Handicapped Media Services and Captioned Films
10. Regional Education Programs for Handicapped Persons
11. Metric Education
12. National Diffusion Network
13. Special Services for Disadvantaged Students
14. Talent Search
15. Educational Opportunity Centers
16. Upward Bound
17. Veteran's Cost of Instruction Program
18. Teacher Centers
19. Bilingual Vocational Training
20. Bilingual Vocational Instructor Training
21. Bilingual Vocational Instructional Materials, Methods and Techniques
22. Women's Educational Equity

For further federal funding information, contact the U.S. Department of Education, Office of Public Affairs, Washington, D.C. 20202.

VII. HOW TO INITIATE, DESIGN AND IMPLEMENT PROGRAMS

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D. Program Design and Implementation

Adults return to school for many reasons, and paramount among all of these reasons is the desire to improve their academic level. This is especially true of adults in adult basic education (ABE) and general education development (GED) programs. Realizing the educational needs of adult learners, it is apparent that meeting these needs requires more than just a background as an elementary or secondary teacher in regular school. The first year adult education teacher must face a definite reorganization of thinking to be able to provide maximum service to the adult student. A new world of experiences is opened with the start of a teaching career in adult education.

To emphasize the differences between regular schools and adult education classes, especially for the benefit of first year teachers in adult programs, the following points are presented:

Teaching Methods. Traditional teaching methods are not considered the best means of approaching adult learners. Many of the mainstays of regular schools -- structured schedules, discipline codes, excuses from home, seating charts and so on -- are not part of adult education and should have no place in adult classes. Adults, for the most part, return to the educational environment of a school for specific goals of learning. They are appreciative of the opportunity to improve their academic abilities and will attend eagerly as long as they are treated as adults. Consequently, running an adult education classroom like a sixth grade classroom of a regular school will not achieve maximum benefits for all concerned. First year adult education teachers will face this new challenge with adequate confidence if they receive proper training.

Training. Pre and inservice training for first year adult educators is extremely important. In many programs the pre and inservice training is mandatory for personnel involved in adult education, especially if the personnel are new to the field. For the sake of both teachers and prospective students, this type of training should not be overlooked. Administrative and supervisory staff must be responsible for the preparation and implementation of appropriate professional training. If need be, other expertise should be brought in for necessary staff development for not only first year teachers but for the entire adult education staff.

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The Adult Learner. What about the manner in which adults learn? Can we safely assume that everyone learns in the same fashion? If you feel that adults and children are similar learners, you have not really looked at the way an adult learns. Adults study and learn in manners different than children in school. There are numerous factors and measures influencing the learning and study habits of adults. Family responsibilities, job pressures, physical condition, age, sight, hearing and many more factors enter into the situation in dealing with adult students. If a teacher neglects to consider any or all of these factors, there will be a dichotomy between the students and the instructor. Some basis of rapport must be established and established early in the program.

Rapport. The best rapport which can exist in adult education classes is to be able to relate to the students in the class on an equal basis. An adult education teacher who feels that the students are inferior in any way has absolutely no place in adult education. Many adult education classes are dependent on student enrollment for continued existence and the teacher who teaches down to students soon finds a swiftly declining student attendance. In addition to treating adult students on an equal basis, it is extremely important not to embarrass them with inappropriate instructional materials.

Instructional Materials. When adult basic education first began in the mid 60's there were few materials available that were suitable for adult learners. Gradually, as the programs grew and enrollments continued to increase, more and more publishers saw the need and market for adult educational materials. Today's adult education teacher faces a situation of deciding which materials are best suited for the students needing assistance. The following checklist can be used by adult education teachers for selecting materials for their adult students.

1. The materials should be appropriate to the student's cultural characteristics and educational level.

2. The purposes for which the material is to be used should be identified.

3. The subject matter and learning materials should be of high interest to the adult student.

4. The materials should encourage further individual reading, speaking, writing or other study.

5. The materials should raise the self-esteem and insight of the adult learner.

6. The language of the material should be in adult tone.

7. Sentences should be written in the familiar vernacular.

8. A variety of instructional activities should be offered to adult students based on their learning styles.

9. Directions should be simple and clear so the learner can follow them with little difficulty.

10. The design of the materials should allow for maximum progress according to the ability of the individual.

11. The materials should depict everyday life role situations.

12. Each lesson should teach a single concept or small number of concepts thoroughly.

13. Skills and concepts should be taught in sequential, logical order.

14. The materials should include instructional suggestions for the teacher.

15. Pre and post-tests should be used, when possible, to assess the learner's growth.

Since these points are merely a guide for looking at instructional materials, it is critical that the teachers involved take the time to search out what is best and not settle only for what is immediately available.

Content. Many teachers ask which areas of the program should be stressed. Should the emphasis be on the basic education component or the high school areas covered in GED preparation? Or perhaps on the foreign-born in ESL classes need the most attention. Naturally, the emphasis of the program depends on the adult education teachers to get to know their students. With increased personal knowledge comes an insight into the areas of most need. Should this area involve assistance other than in the academics, the teacher should not hesitate to call in the additional assistance needed such as a counselor, social security, Bureau of Employment Service and many other community resources. Consequently, a good relationship with the program counselor in this case would be very beneficial.

Classes. The adult education classroom may be composed of adult students from all walks of life, many different personalities, ages, races, and levels of academic achievement. In small part-time programs, the teacher will be responsible for developing programs for all of the students whether in ABE, GED or ESL. In larger full-time programs, there may be departmentalization allowing the teacher to concentrate on a specific area or subject. Whatever the case, the adult education teacher must be prepared to handle the many different situations that can and do arise in adult programs.

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Atmosphere. If adult education teachers depend strictly on a structured pre-printed curriculum, they will encounter numerous difficulties as they proceed in their career with adult education. The adult teacher and, in particular, the first year teacher must be able to improvise as the situation dictates. This is especially true on the first night of class. Consider the fact that the teacher may be nervous, but the students may be even more nervous. It is essential to establish a warm, informal atmosphere for the class. A structured lecture presentation would definitely not be the best drawing card for the first night. Introductions, socialization, familiarization with the program expectations would all fit in well with a first night class.

Attendance. The adult student through necessity cannot be held accountable to a tightly structured, mandatory attendance type program. The responsibilities of an adult will at times conflict with school attendance. Adult education teachers must be aware of this factor with adult students and not be upset with absenteeism and tardiness. This non-concern does not extend to dropouts from the program. Dropouts should be contacted as soon as it is determined that they have left the program. In the absence of a program counselor, the teacher must be responsible for student follow-up.

Para-professionals. In adult education para-professionals can be utilized as individual tutors, teacher aides, assistants and counselor aides. If you are fortunate to have the services of para-professionals in your program, be sure to use their strengths and expertise to the fullest.

Finally, the following activities are suggested for individuals new in adult education, especially in the areas of ABE, GED and ESL programs:

1. If possible, visit ABE/GED/ESL instruction at an Adult Learning Center or part-time evening program.

2. Learn the needs of the adult students in your area. Be familiar with the community concerns and goals.

3. Become knowledgeable about instructional methods in use in adult basic education programs.

4. Study the instructional materials currently being utilized in adult basic education classrooms.

5. Learn how to operate available instructional equipment.

6. Know your location, its facilities, and how students would go about getting to school.

7. Meet informally with other teachers, counselors, administrators and other staff members of other local adult education programs.

8. Familiarize yourself with the professional publications, books and materials of adult education. Consider membership in state or national (or both) professional adult education organizations.

9. Meet as often as possible and as necessary during the start-up period with the director or supervisor.

10. Become familiar with local administrative policies and practices such as class logs, attendance reports and student files.

11. Know your students and be concerned with their success, advancement and achievements.

VII. HOW TO INITIATE, DESIGN AND IMPLEMENT PROGRAMS

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E. Program Evaluation

The term "evaluation" often strikes fear into the hearts of those being evaluated. Why this is so is somewhat of a mystery. It does appear that many do not understand the varied purposes of evaluation, particularly the purpose dealing with program improvement.

Evaluation is a systematic process that, in fact, attempts to arrive at value judgements about something such as a program, a process which attempts to measure (qualitatively and quantitatively) the means employed, the apparent outcomes and the long term effects of program efforts against some clear, but often fuzzy, inferred standard(s). It is an attempt to determine the worth of that special something. It truly is a judgement using a set of values as the yardstick. The apparent fuzziness of values or standards, I believe, is what promotes a sense of fear in those associated with the evaluation process. This latter aspect, coupled with a lack of knowledge and/or appreciation of the purposes of evaluation, exacerbate the mystique of evaluation.

A program evaluation instrument developed for state funded ABE programs is appended as Appendix H in the Adult Education State Plan, 1980-82. The purpose of the instrument is to provide a means for ABE personnel to assess selected aspects of their own program and to serve as a guide to improve that program. The evaluation instrument was developed, in cooperation with program directors and their staff, to offer a systematic way for personnel to guage their processes against some commonly accepted aspects of a quality program for adults. In a real sense the instrument could serve as a heuristic function, for example, lead to a willingness to look carefully at one's program in a different perspective; judge its appropriateness; and propose adjustments where needed. The instrument and the evaluation process were not designed to compare one program with another. It was not designed to determine future levels of funding. It was designed to assist individuals to look at aspects of their program in a more objective and systematic fashion.

The evaluation process can roughly be divided into three components: process evaluation (known as formative evaluation), product evaluation (known as summative evaluation) and follow-up evaluation. The program evaluation instrument focuses on the process or formative aspect of the evaluation process. As such, its principle focus is on the means employed to promote quality learning experiences for the adult. This focus allows us to judge whether the processes assist adults to learn, to achieve their personal objectives and to gain greater control over their lives.

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E. Program Evaluation

To make the evaluation process more practical and realistic, let us work through a few sections of the evaluation instrument to determine how the questions raised can contribute to program improvement. Let us consider one such section.

Section II C, Question 1a. Do you have a procedure which ensures that the original placement of each student was appropriate?

Analysis — Have we considered whether the original placement was accurate and extensive enough? Is there communication about each student between the teacher and the individual for the placement? Was placement made based solely on formalized diagnostic instruments? Did the information gained from the instruments present a true and complete picture of the student?

Discussion — If the teachers begin to sense that the placement data is not providing them with the best information in selecting the level of appropriate material, or in determining the readiness of the adult to learn, what can be done? One suggestion might be to talk with other teachers to determine if you are the only one with the apparent difficulty. If not, check with the counselor and/or the director to analyze the difficulty and determine how improvements might be made to provide each teacher with the best possible placement information about the adult learner.

Section II C, Question 1b. Is there a procedure for determining early success or failure of each student?

Analysis — Are new students monitored closely to ensure that the method of instruction and the materials used provide the greatest potential for success? How often does this monitoring take place? Could the monitoring process be improved? Are early warning signs of disinterest, frustration and sky-larking noted and acted upon? If these signs appear, are they explored directly with the student?

Discussion — As we are well aware, entry into an adult class for the first time can be a traumatic experience for some adults, regardless of their abilities. Fear of the unknown and fear of failure can short-circuit the use of much of the adult's capabilities. Sensitivity, on the part of the teacher, is essential in discovering the cues associated with difficulties and in providing supportive behavior which may lessen the effects of such difficulties.

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Section II C, Question 1c. Is there a procedure to check on students who are absent for short periods of time?

Analysis — How closely is attendance monitored? Is it important to monitor attendance? Why? Or why not? Do we know why students are unable to make the classes? Can a knowledge of the reasons be of help to the teacher?

Discussion — Monitoring attendance patterns of students, coupled with personal contact, can be a definite sign of genuine concern for the student. The uncovering of reasons for sporadic attendance may provide a clue to the teacher that additional resources may be needed by the student, e.g., poor attendance because of transportation problems may be overcome by finding students willing to provide rides for others; illness (either personal or familial) may be assisted by providing information on various local health services available. We are working with a person, not just an individual in the role of the student. A wholistic view of each of our students can provide an excellent basis for a progressive learning experience for all, student and teacher alike.

Let us continue with a final segment of the program evaluation instrument.

Section II D, Question 1d. Do you have periodic evaluations of your instructional, counseling and administrative staff?

Analysis — How well are the various staff components contributing to the achievement of program goals? Are the goals clear enough, and shared by all staff members? Do the members of the team know how they fit into the total picture? Are attempts made to clarify different roles and functions of the personnel?

For the teacher: Am I using the most appropriate materials to promote learning? Have I checked for up-to-date commercial materials? Have I taken the time to design my own materials for adults who may profit from their use? Does my behavior, inside of and outside of the learning setting, reflect genuine concern for the adult learner? Am I a good listener? Do I seek assistance from others, when needed?

For the counselor. Are the processes established for intake and monitoring effective for the learner? Am I accessible to the learners and the instructional staff? Do I visit and/or work with students in the learning setting? How could I be of greater value to the program in terms of the learners, the teachers, the administrators and the community?

For the administrator: To what degree am I really concerned about the program's effectiveness? How can I provide the highest degree of service to those within the program and the community-at-large? Is the reputation of the program such that it attracts new learners? The highest quality of staff available? Does the program measurably contribute to the betterment of the community?

Discussion

Periodically looking at the quality of our performance can lead us to discover areas which may be in need of revision, redirection or major modification. The evaluation process can combine both introspection by staff and extraspection by others. These approaches are both designed to make the program staff more effective in achieving the stated goals of the program. A final question might sum up personnel evaluation: When is the last time I seriously considered my role and functions in assisting adults to change?

The thrust of this article has been to explore the purposes and types of evaluation with special emphasis on the formative type leading to continuous program improvement. Program improvement does not just happen, as a general rule. It must be planned and supported by those involved in the program--learners, teachers, counselors, administrators and other interested community members. If the purpose of evaluation is program improvement, this purpose must be clearly understood by all concerned. This understanding and concomitant appreciation will help to reduce fears about evaluation and its processes. This understanding and appreciation will help to engender genuine support for the evaluation process. This understanding and appreciation will assist the program personnel to explore what they are doing, why they are doing it and the effects derived from their efforts in an open, supportive and cooperative atmosphere.

Program evaluation through formative processes can be a valuable tool for improvement. Will you, as a program staff member, use it? Will you, as a staff taken collectively, use it?

VIII. COOPERATION, COORDINATION AND LINKAGE

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A. Community Resources

An Adult Basic Education Program, perhaps more than any other educational program must be responsive to the community in which it is established. The key word in this cooperative effort is "linkage." ABE personnel must establish linkage with agencies and industries in the community. Program linkage is a necessary factor in the development of successful ABE programs. Involvement with the community will help expand the awareness and success of your program. The awareness of the ABE program on the part of professionals in these agencies will add to the credibility of your program and will result in referrals from other sources. Therefore, a good working relationship with other agencies is encouraged. The agencies that should be included in your program for linkage can be classified in the following ways:

1. Agencies which provide direct services to ABE students, such as Job Service, CETA, Department of Public Welfare, Social Security and Office of Aging.

2. Potential employers for ABE students such as private industry and business. Business and industry can also serve as locations for satellite classes. Once sold on your program, they can be a tremendous source of support financially, politically and in referral of students.

3. Government agencies can provide referrals and resource people, but more important, they can be your allies in seeking additional funds for your program. CETA prime sponsors are good resources for additional funding in the form of special projects, additional staff members or perhaps in the form of a full partnership in sponsoring a training program.

Good relationships with community agencies can help with student recruitment as well as retention. Contact with a student who has "separated" from the ABE program can be more easily re-established through personnel in a referring agency that might not otherwise be possible through ABE personnel.

A close working relationship must be established with local newspapers, radio and television for program promotion and publicity. Retail merchant associations (shopping malls especially) are willing to provide classroom

space for ABE programs as well as free advertising as part of their program to bring potential shoppers to their stores. Corrections programs are not limited to classes within prison walls. Classes can be established at probation and parole locations throughout the community.

How does an ABE program staff member develop these linkages? The ABE program staff should establish an advisory council made up of representatives from business, industry and community agencies. The ABE program staff can seek to be active on the boards of agencies or in their fundraising programs. The ABE program staff can write joint proposals for funding in conjunction with industry or use them as a source for supplemental ABE funds. It is important to strive for a climate of social acceptance in the community. The leadership should provide a professional environment in which all individuals, agencies, and organizations can work harmoniously for the welfare of the community as a whole.

There are many community resources available. Some of these human resources, institutions and organizations are the following:

1. Human Resources

   a. Satisfied students of previous adult education programs will talk to friends, neighbors, and relatives.
   b. Ministers may speak to parishioners in sermons and private consultation.
   c. Barbers and hairdressers may discuss the program with their customers.
   d. Employers may mention the program to their employees.
   e. Union leaders often encourage their members to take advantage of the program.
   f. Milk and bread men have a unique awareness of their community.
   g. Newsboys know who can read and comprehend.
   h. Insurance agents canvass the neighborhood.
   i. Local politicians possess a thorough knowledge of the precincts.
   j. Storekeepers are aware of the characteristics of their customers.
   k. The community's school directors have a stake in the problem of illiteracy.
   l. Recreation leaders are good sources of the community's defects.
   m. Attendance officers have valuable information to relate.
   n. Visiting teachers know the families of students.
   o. School census takers solicit important data.
   p. A hired recruiter could devote full time to the community.
   q. Physicians know the many needs of their patients.
   r. Examiners for the State driving test must be aware of the causes of failure.

s. Police officers know their territory.
t. The trainees themselves are good sources of soliciting students.
u. P.T.A.'s and home and school councils can assist in any literacy program.

2. Institutions and Organizations

a. Immigration and Naturalization Services
b. Public Schools
c. United Fund
d. Service Organizations
   1) Lions
   2) Kiwanis
   3) Rotary
e. Private Schools
f. Veteran Organizations
   1) American Legion
   2) Veterans of Foreign Wars
   3) Disabled Veterans of America
g. Speaker's Bureau
h. Public Housing Authorities
i. Rehabilitation Offices
j. Racial and Nationality Organizations
k. Welfare Agencies
l. Public Health Agencies
m. Draft Boards
n. State Vital Statistics Bureaus
o. Ministerial Alliances and Associations
p. Law Enforcement Agencies

VIII. COOPERATION, COORDINATION AND LINKAGE

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B. Literacy Programs

In many localities, libraries, civic groups, churches or groups of citizens have established volunteer Literacy Councils. When these local organizations have become affiliated with the National Affiliation for Literacy Advance (NALA, pronounced nā'luh), training in the Laubach method of literacy is offered through highly structured, standardized workshops. One-to-one tutoring is offered to adults by these programs.

The new Adult Education Act stresses teaching basic and life skills to the least educated. This presents a problem to most ABE programs because the best way to teach non-readers is on a one-to-one basis. Most ABE programs do not have enough time or money to hire teachers to teach non-readers on a one-to-one basis. Literacy Councils, on the other hand, focus on the least educated as their target population and are best prepared to teach non-readers (scoring below the second grade level). Literacy Councils train unpaid volunteers in the highly structured Laubach System. The NALA slogan is "Each One, Teach One."

It is recommended that ABE programs join forces with Literacy Councils and work together to serve non-readers. ABE programs can refer non-readers to literacy programs, while still serving the basic and secondary education of adults. When the non-readers have developed basic reading skills, those who desire can be referred to existing ABE programs. This recommendation is encouraged because teaching non-readers on a one-to-one basis is costly for traditional ABE programs. However, when volunteer tutors are used, the notion of "Each One, Teach One" becomes realistic.

It is important to begin building formal relationships between literacy volunteer groups and ABE programs. Literacy projects can serve a "recruitment" function for ABE programs. Where there are no Literacy Councils, ABE programs should consider developing their own tutor volunteer programs.

For further information on how to establish volunteer literacy programs, contact Alfred B. Bennett, Jr.

VIII. COOPERATION, COORDINATION AND LINKAGE

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C. Library Programs

One of the first libraries in the United States was organized by Benjamin Franklin and fellow members of a discussion group in 1731 for Independent Learners. This first subscription library (The Library Company of Philadelphia) was intended, in part, to provide printed authority to settle differences of opinion. It was also intended to answer needs and desires for social, intellectual, economic and political development.

Today, public libraries in Pennsylvania seek to meet the needs of their 20th century clientele that are similar to and also different from those of Franklin and friends who, presumably, had no need of basic instruction in reading, writing, speaking and listening. The Beaver County Federated Library System in Aliquippa recognizes the need for offering basic skills and includes adult reading centers in all of the county public libraries. Another library in Philadelphia at Logan Square, which once administered the descendant of the Library Company, now includes a collection of printed materials to be used for teaching the undereducated (8th grade level and below).

Unheard of until the 18th century was the need for such a program as PROBE (Potential Re-Entry Opportunity in Business and Education). This program is designed especially for women. Its purpose is information counseling for men and women who wish to return to the labor market or re-train in other fields. Project PROBE is sponsored by the Penn State University Capitol Campus and is located at the Dauphin County Public Library in Harrisburg.

Is there anything to compare with the aims of the Franklin group? The Free Library of Philadelphia is where one of the state's Lifelong Learning Center programs is located. This center specializes in career counseling and educational referral. The Education Information Center at the Carnegie Library of Pittsburgh also is dedicated to helping with personal growth and career advancement.

More and more libraries are initiating new programs and expanding existing services to provide independent learning opportunities for their clinetele. For further information about library programs, contact Annette McAlister, Librarian Development Assistant, Bureau of Library Development, State Library of Pennsylvania, Harrisburg, Pennsylvania 17120. Telephone (717) 787-8007.

VIII. COOPERATION, COORDINATION AND LINKAGE

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D. Right to Read (Basic Skills)

The Right to Read (Basic Skills) Office has a formal agreement to work with the Division of Adult Education and Training Programs in the Bureau of Vocational Education. The agreement assures that these offices will:

- Share information about short and long term plans for Right to Read (Basic Skills) programs and Adult Basic Education in the Commonwealth as stated in their respective state plans.
- Share information on locations and type of programs operating under Right to Read (Basic Skills) and ABE federal funding.
- Encourage all possible linkages at the local level to impact on improvement of basic communication and math skills by both children and adults eligible for basic skills improvement programs.
- Provide advice and counsel jointly to school districts and other community agencies in the use of available resources.

This agreement may be found in Appendix G of the Adult Education State Plan, 1980-82.

VIII. COOPERATION, COORDINATION AND LINKAGE

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E. CETA: A Thumbnail Sketch by Title

The Adult Education Act stresses that adult educators should provide readiness for adults so that they may become more employable, productive and responsible citizens. Cooperation, coordination and linkage with CETA is a good way to do that. ABE programs provide "readiness for employability" and CETA programs provide actual job training and placement.

The U.S. Department of Labor, Employment and Training Administration has published the following thumbnail sketch of CETA by titles. The Comprehensive Employment and Training Act (CETA) Amendments of 1978 (PL 95-524) extend public service employment, job training, and most other authorized employment-related programs through Fiscal Year 1982 (Sept. 30, 1982). The original CETA legislation was passed in 1973 and has been amended several times in intervening years. The 1978 amendments are the most recent - and the most extensive.

CETA programs are operated principally by "prime sponsors"--the states, cities and counties of over 100,000 population, and combinations of such governmental units. There are 473 sponsors in Fiscal 1980.

Prime sponsors are allocated funds on an equitable basis according to formulas spelled out in the legislation. Depending on the program, formulas take into account such factors as numbers of unemployed, numbers of adults in low-income families, and the amount of CETA funds received the previous year.

CETA is administered by the Employment and Training Administration of the Department of Labor. Here is a title-by-title summary of the 1978 law.

Title I - Administrative Provisions. Organizational and other general provisions that apply to programs authorized by the other titles are contained here. Major provisions include standards for the payment of wages or allowances to participants and limitations on the length of time persons may be enrolled in individual programs, e.g., 18 months over a 5-year period for public service employment.

Title II - Comprehensive Employment and Training Services. The kinds of services that may be provided fall into two categories:

- Education, classroom and on-the-job training, work experience, skills upgrading, retraining, job search, supportive services, and various other assistance programs (under Parts A, B, and C). Participants (except in upgrading and retraining) must be from low-income families, and either unemployed for 7 consecutive days, underemployed, or in school.

- Public service employment (PSE) jobs with state and local governments and private nonprofit organizations (under Part D). Participants must be from low-income families and unemployed for 15 of the 20 weeks immediately prior to applying for jobs. PSE jobs are at entry level.

Title II activities are authorized through Fiscal 1982.

Title II funds appropriated for Fiscal 1980: $2.1 billion for Parts A, B, and C; $1.5 billion for Part D.

Available for adult education are CETA 6% monies - Contact Division of Adult Education and Training Programs, 717-787-5532.

Title III - Special Federal Responsibilities. These include national programs for special target groups, such as Native Americans, migrant and seasonal farmworkers, the handicapped, offenders, and persons with limited English-speaking ability. Depending on the group served, programs are operated by Indian groups, migrant organizations, labor unions, national organizations, and, in some cases, prime sponsors.

The Title also authorizes the Department of Labor to conduct research, demonstration (including welfare reform projects) and evaluation programs, and to provide a system of labor market information.

Title III activities are authorized through Fiscal 1982.

Title III funds appropriated for Fiscal 1980: $536 million, which includes $87.3 million for migrants, $78.6 million for Indians, and $175 million for welfare reform.

Title IV - Youth Programs - Five separate job-training efforts are provided for:

- Youth Incentive Entitlement Pilot Projects.
- Youth Community Conservation and Improvement Projects.
- Youth Employment and Training Programs.
- Summer Youth Employment Program.
- Job Corps, a national system of residential training centers.

Eligibility requirements vary somewhat from program to program, with age ranging from 14 through 21. Participants must be from low-income families, with the exception of the Conservation and Improvement Projects, which accept youngsters from all economic backgrounds.

The Job Corps and the Summer Program are authorized through Fiscal 1982; the other three programs through Fiscal 1980.

Title IV funds appropriated for Fiscal 1980: $1.85 billion.

Title V - National Commission for Employment Policy. The 15-member advisory commission is charged with examining the broad employment and training issues and advising the President and Congress on ways to deal with them. Membership consists of the heads of five federal agencies (including the Secretary of Labor), a representative of the National Advisory Council on Vocational Education, and nine members appointed by the President to represent various interest groups such as labor, education, and industry.

The commission is authorized through Fiscal 1982. Funds for Title V are included under Title III.

Title VI - Countercyclical Public Service Employment Program. Public service job opportunities are provided during periods of high unemployment in sufficient numbers to employ 20 percent of the jobless in excess of 4 percent national unemployment, and 25 percent of the excess when the unemployment rate is over 7 percent. (In calendar 1979, the average national unemployment rate was 5.9 percent.)

Participants are required (1) to be from low-income families and to have been unemployed 10 of the 12 weeks immediately prior to application, or (2) to have been receiving public assistance for 10 out of the 12 weeks prior to application. Title VI is authorized through Fiscal 1982.

Title VI funds appropriated for Fiscal 1980: $1.6 billion. At least 50 percent of funds are to be used to employ people in projects.

Title VII - Private Sector Opportunities for the Economically Disadvantaged. The Private Sector Initiative Program (PSIP) was established to increase the involvement of the business community, including minority and small businesses, in CETA-funded job-training efforts, and to increase private sector job opportunities for low-income people who are jobless, underemployed, or in school. Under the program, private employers provide classroom training, on-the-job training, and a number of other employment-related activities.

To receive PSIP funds, a prime sponsor must establish a private industry council (PIC), which acts as an intermediary between the prime and local

industry, and encourages private employers to become involved in the effort. PSIP is authorized through Fiscal 1980.

Title VII funds appropriated for Fiscal 1980: $325 million.

Title VIII - Young Adult Conservation Corps. The program provides jobs and work experience in various occupational skills to out-of-school young people, 16 through 23, from all social and economic backgrounds through work on conservation and other projects on public lands (state and national parks, national forests, etc.). YACC is operated by the Departments of Agriculture and Interior under interagency agreements with DOL. It is authorized through Fiscal 1982.

Title VIII funds appropriated for Fiscal 1980: $250 million.

Total CETA funds appropriated for Fiscal 1980: $8.1 billion.

For further information contact Office of Information, Employment and Training Administration, U.S. Department of Labor, Room 10418, 601 D Street, N.W., Washington, D.C. 20213. Telephone: (202) 376-3172.

VIII. COOPERATION, COORDINATION AND LINKAGE

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F. Opportunities Industrialization Centers (OICs)

Opportunities Industrialization Centers, OICs, (organizations ultimately dedicated to the reduction of unemployment and poverty for the youth and the adult) are good examples of the effectiveness of community-based adult education and employment agencies. The OIC movement was founded in 1964 in an abandoned jailhouse in Philadelphia by Reverend Leon Sullivan to provide outreach, counseling, basic education, skills training and jobs to the city's economically disadvantaged, underemployed and unemployed. Now, 14 years later, OIC is worldwide in scope with branches in Africa and nearly every state and boasts nearly 150 centers or affiliates.

Locally, OICs are governed by indigenous boards of directors and assisted by various councils and committees, notably Industrial Advisory Councils (IAC) which help determine the content of skills training programs based on job market conditions. IAC's are composed of representatives from area businesses and industries.

Technical and administrative assistance and other services are provided to affiliates by OICs of America, the national organization based in Philadelphia with nine regional offices located around the country. The regional offices parallel federal demarcations. Pennsylvania is served by the Region III office which also has jurisdiction in Delaware, Maryland, Virginia, West Virginia and Washington, D.C. Pennsylvania currently supports eight (8) OICs, in Pittsburgh, McKeesport (Allegheny OIC), Harrisburg (Tri-County OIC), Carlisle, Chester (Delaware County OIC), Norristown (Montgomery County OIC), Erie and Philadelphia.

In the last year, OICs in Pennsylvania served 11,963 people, including white, minority and Spanish-speaking populations depending on local demography. The classic OIC comprehensive program design begins with recruitment of the trainee through outreach and referrals, then moves into a short-range Orientation and Assessment phase during which trainees are introduced to OIC, their literacy performance levels are determined, and attitudinal and motivational counseling is initiated. This counseling is ongoing throughout the OIC process and is one of the keys to the program's success in progressing the disadvantaged upward. Trainees then enter the open-entry, open-exit "Feeder" Program, courses in ABE, GED, Ethnic/Minority History, Consumer Education and Job Readiness based upon need. Trainees are admitted to vocational skills

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*Former Field Specialist at Region III Opportunities Industrialization Center

training courses upon successful completion of the Feeder, if this is the decision of the trainee, counselor and instructor. Skills courses have ranged from clerical cluster to dental assistant training. When classified as "job ready" by staff, trainees are matched with a job.

The OIC motto is "people helping people help themselves." Although OICs are not funded by ABE funds, they welcome the opportunity to coordinate and cooperate with educational and community-based organizations serving the disadvantaged through adult counseling, education and job placement. For further information, contact a local OIC or the Region III Office at 100 West Coulter Street, Philadelphia, Pennsylvania 19144, (215) 849-3010.

VIII. COOPERATION, COORDINATION AND LINKAGE

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G. Area Agencies on Aging (AAAs)

Introduction. Recently adult educators have begun to realize the responsibility of providing educational programs to older adults. The adult education legislation of November, 1978 has required that older adults be included as a special target population in adult basic education programs. However, at present, the majority of ABE programs focus on adult students between the ages of 16 and 34. In Pennsylvania, for example, almost three quarters of the students are under the age of thirty-five, approximately twenty percent are between the ages of 35 and 64 and only five percent are over sixty-five. While the older group over sixty-five continued to be a minority of the student population, it showed a three percent increase from the year before. (Sebring, 1979)

These data indicate a need for adult educators to expand their educational programs to include more adults sixty-five and older. In order to do this, adult educators will need to examine available funding sources, to begin linking with aging programs, and to provide unique educational programs for adults over the age of sixty-five.

Funding for Older Adults. Two basic funding sources are available for older adult programs -- The Older Americans Act and The Adult Education Act.

The Older Americans Act. The 1961 White House Conference on Aging, formed to study problems about older citizens, led to the development of the Older Americans Act of 1965. The establishment of the Older Americans Act brought into being the Administration on Aging (AOA). The AOA housed in the former Department of Health, Education and Welfare created a comprehensive and coordinated service structure at the state level. The 1973 Amendment to the Act extended the leadership to the local level; hence, the establishment of the Area Agency on Aging (better known as the triple A). The AAA's were mandated to mobilize resources at the local level. "Each local or county area agency is required to develop an area plan designed to lead comprehensive and coordinated programs and to carry out the following major functions, among others: provide leadership, determine needs, inventory resources, establish measurable program objectives, plan with existing planning agencies, and, through contract or grant, coordinate delivery of existing services and pool untapped resources of public and private agencies." (Cohen, Reich and Gerardi, 1979)

VIII. COOPERATION, COORDINATION AND LINKAGE
Judith L. Cope
G. Area Agencies on Aging (AAAs)

The mandate to AAA's consists of several components. While they are all geared to the self-support for older persons they are also involved in overseeing the development of specific support services, improving upon and coordinating the existing service network, and locating additional resources for the purpose of inaugurating new programs. Since area agencies rarely deliver direct services, they sub-contract with local agencies for such services. This provides another source of funds for private and non-profit agencies. (Cohen, Reich and Gerardi, 1979)

The 1978 Amendments (P.L. 95-478) provide for a three-year extension of Older Americans Act programs with a $4 billion authorization level. The titles which have authorization for monies under the Older Americans Act are the following:

I -- Declaration of Objectives; Definitions
II -- Administration on Aging (AOA)
III -- Grants for State and Community Programs on Aging
IV -- Training, Research and Discretionary Project and Programs
V -- Community Service Employment of Older Americans
VI -- Grants for Indian Tribes

(The Amendments include provisions for a 1981 White House Conference.)

Title III -- Grants for State and Community Programs on Aging -- serve approximately 3 or 4 million older adults across the nation located in over 600 Area Agencies on Aging. Federal funds appropriated for Title III were $543 million in FY 79 and $652 million in FY 80. $42 million has just been appropriated for nutrition education under Title III.

Training, research and discretionary projects and programs under Title IV had $44.3 million appropriated in FY 79 and $54.3 million appropriated in FY 80. The FY 81 funds are not appropriated as yet. $6 million were appropriated under Title VI -- Grants for Indian Tribes -- during FY 80 as they have many educational needs.

The principal source for carrying out the Older Americans Act is the Administration on Aging (AOA). The AOA creates and coordinates programs serving the needs and interests for older people, particularly those who are disabled, very old, poor, isolated and uneducated. The Administration on Aging programs are administered through its Washington, D.C. office and ten regional offices linked with fifty-six state agencies on aging and about 600 area agencies across the nation. The address of the central office is:

Administration on Aging
330 Independence Avenue, S.W.
Washington, D.C. 20201
(202) 245-0724

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The Adult Education Act. The adult education program began with the passage of the Economic Opportunity Act of 1964, with an allocation of $18.6 million available to the States in FY 65. The Adult Education Act of 1966 transferred this responsibility to the U.S. Commissioner of Education, with $29.2 million available for programs in FY 67. In 1973 the Older Americans Comprehensive Services Amendment authorized the U.S. Commissioner of Education to make grants available under Section 310 of the Act. Older adults were added as a special target population under the November, 1978 Adult Education Act Amendments (Title XIII, P.L. 95-561). The 1978 Amendment recognizes that special target groups such as older persons, handicapped, minorities and women have distinctive educational needs that must be met by adult education programs.

The current level of Federal funding for adult education programs is approximately $100 million. Although 10 percent matching with state and local funds is required by statute, the level of matching has increased from 23 percent in 1966 to an estimated 35 percent in 1978. The allocation of resources for states are specified in the Act as follows:

State Administration	5%
Adult Secondary Programs	20%
Adult Basic Education Programs	65%
Special Projects	10%
	100%

The main headquarters for administering the Adult Education Act is the Bureau of Occupational and Adult Education, Division of Adult Education at the U.S. Office of Education in Washington, D.C. The Division determines the regulations for the Adult Education Act, provides technical assistance to states as they write and implement their state plans. The address of the Central office is as follows:

U.S. Office of Education
Bureau of Occupational and Adult Education
Division of Adult Education
7th and D Streets
Washington, D.C. 20202
(202) 245-2278

Linking the Acts. The Older Americans Act has a $4 billion authorization level; the Adult Education Act has approximately a $100 million authorization level. The Area Agencies on Aging funded under the Older Americans Act are required to coordinate existing resources, to provide direct services through sub-contracts including education to older adults. AAA's are to be planning, developing and coordinating bodies to assure that older adults are provided direct services through local sub-contracting agencies, rather than to perform direct services themselves. On the other hand, adult educators are required, under the Adult Education Act, to provide educational services to older adults fifty-five years and older. They are also charged with broadening outreach programs for the least educated and most in need of assistance,

to provide flexible course scheduling and convenient locations, transportation, and day care.

It is clear that these two programs must "get their ACTS together." Adult educators should be ready to "cash in" on the funds available through Area Agencies on Aging for providing educational services for older adults. As a group, adult educators seem to be unaware of this resource made available through legislation in the Older Americans Act of 1973. These funds can provide adult educators with additional monies and resources to conduct educational programs and help AAA's in sub-contracting the direct services as required in the Older Americans Act.

It is the responsibility of adult educators to develop appropriate programs for older adults and to initiate sub-contracts with local Area Agencies on Aging. This situation may be politically "sticky" since many AAA's have been providing their own educational services for the past six years. On the other hand, they may welcome the help. Nevertheless, it is up to adult educators to "take the bull by the horns" and assume the responsibility of educational programs for older adults, no matter how difficult the challenge might be.

Programming for Older Adults. Contrary to popular belief, Baltes and Labouvie report that there are no significant differences regarding ability to learn in relation to chronological age. Older adults may be slower then young people, but they are more accurate. Carol Kasworm of The University of Texas at Austin reports that "old age does not and should not stop one from learning. The nature of prior life experiences, educational background, life stage interests, physiological capabilities, and the learning activities pursued by older adults are often different and should be different from younger adults and children." (Kasworm, 1978)

Carol Kasworm states that "many attempts to provide educational services for older adults have failed due to lack of awareness and understanding regarding the role of the older adult." Adult educators will need to change their mental attitude from the "youth oriented" -- for the preparation of life's work -- to match the appropriate developmental life stage of the older adult. Older adults may also be classified by retired professionals, blue collar workers, housewives and the frail elderly.

McClusky (1971) reports that older adults want to learn what's "directly related to their lives." Older adults must deal with continued transitions in life. Shirley Sharp of Indiana University of Pennsylvania suggests that older adults between the ages of 45 and 65 must adjust to role reorientation, from 65 to 70 must adjust to retirement, from 70 to 80 must adjust to the loss of loved ones and after 80 is closure. Overall, older adults face increasing loss, loneliness, and vulnerability in life. (See attached chart.)

Since educational programming for older adults must be directly related to their daily lives, one such curriculum for adult functional competencies

is the Adult Performance Level (APL) developed at the University of Texas at Austin. However, many of the objectives of the APL curriculum are "youth oriented" which stress preparation for life's work and younger adult developmental life stages. The APL curriculum could easily be adapted for the appropriate life stages of older adults. Some examples are included in the attached APL matrix.

Educational programming for older adults should be developed in cooperation with other community agencies. This will provide community agencies with an opportunity to provide services in relation to the curriculum. In addition, other agencies may be able to provide convenient locations for meeting sites, transportation and other services such as day care. Older adults appreciate programs which are conveniently located, within walking distance or near bus stops. DeCrow (1974) reports that transportation is sometimes considered a barrier to attending educational programs by older adults. It is also important to consider architectural design when working with older adults because they may need ramps instead of stairs, better lighting and special furniture for people with physical limitations.

Conclusions and Recommendations. If adult educators would contact their local Area Agency on Aging about sub-contracting educational services for older adults, there would be a significant impact. It is important that adult educators explore the way in which to plan, develop, coordinate and implement educational programs for older adults. The money is there, the responsibility belongs to adult educators; and adult educators have the expertise to provide educational services for older adults.

In conclusion, I should like to make the following recommendations:

1. Read the Older Americans Act of 1965 and the Amendments which followed, particularly 1973 and 1978.

2. Read the Adult Education Act of 1965 and the Amendments which followed, particularly 1978.

3. Read about the aging process and retool your thinking toward the elderly.

4. Contact your local Area Agency on Aging to discuss educational programs for older adults.

5. Develop programs which are relevant to the elderly's needs and interests and relative to the older adult's role in today's society.

6. Examine the Adult Performance Level (APL) curriculum.

7. Adapt the Adult Performance Level (APL) curriculum for older adults.

8. Design programs to match the appropriate developmental life cycle of older adults, and type of adult such as retired professionals, blue collar workers, housewives or frail elderly.

9. Develop Adult Education's AAA -- Aging, Adult Education and APL.

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IX. ADULT EDUCATION SERVICES

Author: Eric E. Whitmore, Program Manager
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Stayer Research and Learning Center
Millersville State College
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A. AdvancE

AdvancE is Pennsylvania's Adult Education Resource Clearinghouse. Among the clearinghouse's responsibilities are: storage and distribution of 310 Special Project reports and products; collection and dissemination of information and resources on instruction, curriculum development, legislation, program and personnel development for ABE/GED/ESL programs; and promoting utilization of learning resources designed for adults.

There are three methods of access to AdvancE: written, phone or personal visit. Requests are best handled via phone or personal contact. The center is open 8:00 a.m. to 4:30 p.m., Monday through Friday, 52 weeks a year.

AdvancE is cognizant of the dilemmas facing adult education practitioners and has a wealth of information available. The ERIC system is available at AdvancE with approximately 300,000 documents on all areas of education. ERIC system microfiche copies are available by request at no charge. Additionally, AdvancE has an in-house collection including up-to-date research, surveys, books, model programs, curricula, course outlines, 310 project products and reports, and a few individual lessons already planned, developed and prepared.

Adult Basic Education programs have personnel changes yearly. New staff members may not know about the services available. Tell the new ABE staff about AdvancE. Help each other and your program by using AdvancE. Resources designed for adult learners are the foundation for adult learning.

IX. ADULT EDUCATION SERVICES
Eric E. Whitmore, Program Manager
A. AdvancE

ADVANCE SHELF COLLECTION

AE

1000	PROFESSIONAL DEVELOPMENT
1025	Administration
1050	Teacher Education
1075	Reports - Conference, Project, Workshop
1100	Program/Curriculum Development
2000	MATERIALS
2025	APL
2050	Performance-Based Education (Competency-Based)
2075	Daily Living Skills
2100	Family Programs
2125	GED
2150	Consumer Education
2175	Career Education
2200	Vocational Education
2225	Community Education
2250	Continuing Education (Lifelong Learning, Higher Education)
2275	Aging
2300	Correctional Education
2325	English
2350	ESL
2375	Language Arts
2400	Reading
2425	Math
2450	Science
2475	Social Studies
2500	Testing
2525	Special Education
1550	Individualized Instruction
2575	Counseling
2600	Library Programs
2625	Evaluation
1650	Bibliographies
3000	SPECIAL PROJECTS (309/310)
3025	Special Projects (309/310)
4000	REFERENCE
4025	Pennsylvania
4050	State Programs (Other States)
4075	Legislation
4100	Recruitment, Participation, Dissemination, Statistics, Public Relations
4125	Grants & Proposals
4150	General Reference
4200	Computers

IX. ADULT EDUCATION SERVICES

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B. Adult Education Center

The purpose of the Adult Education Center in the School of Continuing Education at Indiana University of Pennsylvania is to provide educational training, staff development resources, and advisory services for practicing adult educators (administrators, supervisors, counselors, teachers, teacher-aides, para-professionals, and volunteers). All programs (conferences, institutes, workshops, training resources, and advisory services) are adapted to meet local needs and are available on the main or branch campuses of the University or on site in local communities.

The Center has assisted the Pennsylvania Department of Education with the management of adult basic education workshops over the past seven years. The Center staff has conducted program needs assessments and has conducted local, regional and statewide workshops in close cooperation with the Division of Adult Education and Training Programs. Some of the workshop topics are ABE New Teachers, English as a Second Language (ESL) for Adult Educators, GED Preparation, Individualized Instruction for ABE, APL Instructional System, Learning Disabilities, The Adult Learner, Proposal Writing and many more.

The Adult Education Center has assisted the PDE in the development of the Adult Education State Plan. The plan is based on the Adult Education Act of 1978 and will be in effect until June 30, 1982. The Center also assists with the ABE Fall Workshops and the State conference held in February.

Depending upon the characteristics, purposes, and objectives of each staff training program, Continuing Education Units (CEU's), In-service Credits, Certificates of Achievement and University Credits can be awarded. The CEU is a nationally recognized measure of continuing education participation. Each person's record of achievement will be kept on file at the Indiana University of Pennsylvania Registrar's Office.

The Adult Education Center is partially supported by Section 310 of the Adult Education Act. These are funds provided by the Pennsylvania Department of Education, Division of Adult Education and Training Programs to provide staff development services to adult educators in Pennsylvania.

IX. ADULT EDUCATION SERVICES

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Ohio State University
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1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

C. Educational Resources Information Center (ERIC)

The Educational Resources Information Center, ERIC, is a national information system which obtains and makes available hard-to-find, often unpublished, information in education. The ERIC system is sponsored by the National Institute of Education (NIE). ERIC uses a nationwide network of sixteen clearinghouses to acquire, select, annotate, and index current printed materials in sixteen different subject areas. The centralized ERIC facilities and staff handle the reproduction and distribution of microfiche documents and publications to individuals and libraries throughout the world.

The ERIC clearinghouse on Adult, Career and Vocational Education is located at the National Center for Research in Vocational Education at the Ohio State University. The professional staff review periodicals and documents on exemplary programs, research and development (R & D) efforts, instruction, personnel preparation and other educational activities.

ERIC is available at the following locations in Pennsylvania:

Bucks County Community College
California State College
Cheyney State College
Clarion State College
East Stroudsburg State College
Edinboro State College
Indiana University of Pennsylvania
King's College
Kutztown State College
Lock Haven State College
Mansfield State College
* Millersville State College
Pennsylvania State University
Regional Resource Center for Special Education (King of Prussia)
Research and Information Services for Education (RISE)
Research for Better Schools, Inc.
Saint Joseph's College
School District of Philadelphia
Shippensburg State College
Slippery Rock State College
State Library of Pennsylvania
Temple University
U.S. Office of Education (Philadelphia, PA)
University of Pittsburgh
West Chester State College
Wilkes College

* at AdvancE. Available free to Adult Educators.

IX. ADULT EDUCATION SERVICES

Contact: Emma Peterson, Information Specialist
R.I.S.E.
198 Allendale Road
King of Prussia, PA 19406
(215) 265-6056

D. Research and Information Services for Education (RISE)

Research and Information Services for Education (RISE) is an information center serving the needs of the Pennsylvania educational community through a statewide network of intermediate units.

Resources in the area of Adult Education include holdings in the journal and document collections as well as books from the professional collection. In addition, several literature searches have been completed for adult education. A partial listing of these searches follows:

152 Competencies/Adult Basic Education
233 Adult Counseling Centers
#1023 Adult Reading Programs
270 Consumer Education for Adults
63 Continuing Education Unit/College Programs/Correctional Education
879 Community Education Programs
437 Adult Basic Education

Through the on-line system called BRS, computer searches in the ERIC data base provide access to abstracts on Adult Education from many sources.

RISE serves as the Pennsylvania state facilitator for the National Diffusion Network. In this role, RISE assist local districts to become aware of exemplary projects from across the state and nation. The Adult Performance Level (APL) Study from Texas is a project applicable to Adult Education. Projects dealing with basic skills and functional illiteracy may also be of interest to adult educators.

IX. ADULT EDUCATION SERVICES

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Millersville, PA 17551
(717) 872-3669

E. EIC/SPARX

SPARX is a centralized effort by PA-EIC (Education Information Center) and PA-SOICC (State Occupational Information Coordinating Committee) to facilitate the provision of occupational and educational information to adults. As its data bank, SPARX utilizes local, state and national resource agencies which provide programs, services or publications dealing with the educational, occupational and career development of adults. Through these sources, SPARX can connect local service provider agencies with resource agencies for assistance in program development and service delivery.

Counselors and administrators who serve adults and out-of-school youths are encouraged to contact SPARX to share information about their programs and activities. They should request SPARX assistance in locating educational and occupational information for adult clients, program development ideas and models, and alternative sources for specific client counseling needs. Although the intent of the program is not to deliver direct information services to adult clients, the staff is prepared to give limited assistance when services are unavalable or unknown to the person in need.

SPARX services are free. Write or call (collect) between 8:00 a.m. and 4:30 p.m., Monday through Friday. Public, private and institutional agencies are eligible for use of SPARX.

X. PROFESSIONAL ORGANIZATIONS

Contact: Charles D. Amuso, President
Pennsylvania Association for
Adult Continuing Education (PAACE)
P.O. Box 3796
Harrisburg, PA 17105
(717) 274-0778

A. Pennsylvania Association for Adult Continuing Education (PAACE)

The Pennsylvania Association for Adult Continuing Education (PAACE) is a professional organization representing adult educators and service providers for adult education programs in a variety of settings such as public schools, adult learning centers, community based programs, state hospitals, state correctional institutions, county jails and prisons, community colleges, universities, governmental agencies, and businesses and industries.

The basic purpose of PAACE is to provide leadership to the development and implementation of adult continuing education. Membership is open to anyone who supports the purpose of the Association.

Activities and Services

Annual Conference and Workshops. Getting together is a vital part of any professional organization. PAACE fulfills this need of "keeping in touch" through its annual conference held in February, usually the first week. PAACE has sponsored professional workshops on the "Legislative Process" across the Commonwealth and at the capital in Harrisburg. Workshops such as "Learning Styles" and "Adult Developmental Stages" have been offered.

Committees and Task Forces. What are your most urgent professional problems? Getting a better financial base for your program? Working out good relationships with other agencies? Assessing the problem needs in your community? By joining PAACE you can participate in a committee or on a task force to work with other adult educators to work on strategies which you can use with your program.

Consultant Network. A PAACE Resource Directory is available which includes the names of adult educators available across the Commonwealth as workshop consultants or as speakers.

Membership Affiliations. The PAACE "family" includes an affiliation with the National Association for Public Continuing and Adult Education (NAPCAE) and the Adult Education Association (AEA). The PAACE Affiliate Committee is actively building liaisons with other adult councils and organizations across the Commonwealth.

X. PROFESSIONAL ORGANIZATIONS
Charles D. Amuso
A. Pennsylvania Association for Adult Continuing Education (PAACE)

Membership Publication. Your membership includes an excellent newsletter, the PAACE News published four times a year, March, June, September and December.

Legislative Programs. The PAACE Legislative Action Committee has conducted workshops on the "Legislative Process" across the Commonwealth and at the annual state conference. The PAACE legislative priorities have been set. The membership will be asked to assist in implementing legislative strategies to accomplish these goals.

Memberships

Annual Individual, Any individual who supports the purpose of the Association can become an annual individual member. Individual membership shall qualify a person to hold any office in the Association. In addition, each member shall be entitled to the rights and privileges of the Association and shall be entitled to one vote on each matter submitted to a vote to the membership. Annual Dues - $10.

Organizational Membership. This type of membership is open to any organization interested in adult education. Organizational membership shall qualify a delegate or representative of the institution or organization for any office of the Associaton. Annual Dues - $20.

Student Membership. Any individual who is a full-time student pursuing a degree in adult education can become a student member of the Association. Student members shall be entitled to the same benefits as the annual individual members. Annual Dues - $5.

Retiree Membership. Includes the same rights and privileges as the annual individual membership. Available only to persons 60 or older. Annual Dues - $5.

Life Membership. Includes the same rights and privileges as the annual individual membership. Available to persons who pay the dues or retirees who were charter members of PAACE. Dues - $100.

X. PROFESSIONAL ORGANIZATIONS
Charles D. Amuso
A. Pennsylvania Association for Adult Continuing Education (PAACE)

MEMBERSHIP APPLICATION

I wish to apply for membership in the Pennsylvania Association for Adult Continuing Education. Enclosed is my check payable to P.A.A.C.E. for the appropriate dues.

NAME _____ TITLE _____

AGENCY _____

STREET ADDRESS _____

CITY/TOWN _____ STATE _____ ZIP _____

TELEPHONE (___) _____ BOROUGH _____ TWP. _____

Indicate Primary Interest Group _____

NAPCAE Affiliate _____ AEA Affiliate _____

Check Type of Membership: New Member ( ) Renewal ( )

___ Individual ___ Organization ___ Student ___ Retiree ___ Life

Return Address: P.A.A.C.E., P.O. Box 3796, Harrisburg, PA 17105

X. PROFESSIONAL ORGANIZATIONS

Contact: James R. Dorland
Executive Director
NAPCAE
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
(202) 833-5486
800-424-9806 (toll free)

B. National Association for Public Continuing and Adult Education (NAPCAE)

Purpose

The National Association for Public Continuing and Adult Education (NAPCAE) is a professional organization representing adult educators and service providers for adult education programs located in a variety of settings such as public schools, community colleges, universities, government agencies, businesses and industries.

The basic purpose of NAPCAE is to give leadership to the development and implementation of public continuing and adult education. Membership is open to anyone who supports the purpose of the Association.

Activities and Services

Conferences and Workshops. Getting together is a vital point of any organization. NAPCAE fulfills this need of "keeping in touch" through its annual conference held in the Fall, usually around the end of October or the beginning of November. Small group discussions, demonstrations and "how-to-do-it" workshops are planned around an overall theme encompassing the key areas and basic issues of the adult educator's responsibility. One day of the annual conference is denoted to a workshop or seminar for teachers of adults. NAPCAE also sponsors regional workshops for adult education practitioners in order to take its services closer to the local level.

Special Publications. A comprehensive publications program which consistently rates high marks because it avoids the theoretical and the philosophical in favor of a practical "how-to-do-it" approach.

Committees and Task Forces. What are your most urgent professional problems? Getting a better financial base for your program? Working out good relationships with other agencies? Assessing the program needs in your community? By joining NAPCAE you can work with other adult educators formulating ideas which you can use in your program.

Consultant Network. This specialized service provides tailor-made program activities at the state and local level through such assistance as

program evaluations, training seminars, development of short and long-range program plans.

Membership Affiliation. The NAPCAE "family" includes seven national affiliates, one regional affiliate, and 33 state affiliates.

Membership Publications. Your membership includes an excellent information service comprised of four publications (PULSE, 6 issues; TECHNIQUES, 6 issues; a yearly Almanac and Membership Directory; and the NAPCAE Exchange, 3 issues.)

Legislative Programs. NAPCAE works closely with state and federal officials to seek their active support for legislation which will extend and enrich adult education offerings in the public sector throughout the country. NAPCAE has testified on every major federal adult education bill in the past decade and has been in the forefront in all legislative developments affecting adult educators.

Insurance and Travel Programs. Comprehensive insurance coverage and travel available at low cost to members.

Memberships

Active Membership. Any member of staffs of publicly supported adult education programs or anyone else who supports the purpose of the Association may become an active member. Includes subscription to PULSE, TECHNIQUES, ALMANAC, and the NAPCAE Exchange. Annual dues, $45.

Associate Membership. Membership designed specifically for part time educators to acquaint them with NAPCAE. Includes subscription to TECHNIQUES and special issues of PULSE. Annual dues, $10.

Student Membership. Open to full-time adult students pursuing a degree in adult education. Includes subscriptions to all publications and services received by active members. Annual dues, $15.

Institutional Membership. Includes two sets of all regular publications and a complimentary copy of each new publication. Each institutional member is entitled to designate one individual to represent the institution as an active member of NAPCAE. Annual dues, $75.

Life Membership. Includes same rights and privileges as active membership. Available only to persons age 55 or older. Dues, $300.

Emeritus Membership. Open only to former active members who have retired. Emeritus members receive all newsletters as well as other rights and privileges of the Association, except that of holding office. Annual dues, $15.

X. PROFESSIONAL ORGANIZATIONS
James R. Dorland
B. National Association for Public Continuing and Adult Education (NAPCAE)

Membership Application

I wish to apply for membership as indicated. Enclosed is check for $_____

☐ ACTIVE MEMBERSHIP	$45 annual dues	☐ INSTITUTIONAL MEMBERSHIP	$75 annual dues
☐ ASSOCIATE MEMBERSHIP	$10 annual dues	☐ LIFE MEMBERSHIP	$300 dues
☐ STUDENT MEMBERSHIP	$15 annual dues	☐ EMERITUS MEMBERSHIP	$15 annual dues
☐ NAPCAE Exchange Subscription	$ 7 annually		

NAME AND TITLE _____

ADDRESS _____
(street and number)

_____
(city) (state) (zip code)

Return to: NAPCAE, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

X. PROFESSIONAL ORGANIZATION

Contact: Dr. Susan Schuehler
Region III Representative
AEA/USA
Moravian College
Bethlehem, PA 18018
(215) 865-0741

C. Adult Education Association of the United States of America (AEA/USA)

The Adult Education Association of the United States of America (AEA/USA) is a national and international association offering both individual and organizational memberships. Members work together in promoting increased lifelong learning opportunities for all people.

AEA identifies and addresses issues, trends and needs, disseminates information and, through its special interest groups, serves as a vehicle for shaping adult education for tomorrow. Benefits for AEA members include an annual conference and workshops, adult education networks, a legislative program, commissions and special interest sections. Members also receive Adult Education, a journal of research and theory, published quarterly, and Lifelong Learning: The Adult Years, published monthly except for July and August.

Commission on ABE

There are five commissions, one of which is for Adult Basic Education. The Commission is a national professional organization representing adult educators whose major concern is to promote and improve instruction for adults in literacy and basic skills.

The Commission on ABE was instituted to serve paraprofessionals, volunteers, teachers, counselors, administrators and trainers for basic level instruction in all settings -- public schools, vocational training programs, public and private agencies, colleges, businesses and industries.

Membership is open to anyone interested in growth, advocacy, or leadership in the field including the following areas: remedial reading, basic literacy, English as a Second Language, basic mathematics, General Education Development, life coping and career-related skills, and support services.

Services

Professional Growth. As a member of the Commission you are in contact with hundreds of others working in adult education locally, regionally, and nationwide. Through its conferences, journals, communications, and opportunities for sharing and working together, the Commission can help you to expand your horizons.

X. PROFESSIONAL ORGANIZATION
Dr. Susan Schuehler
C. Adult Education Association (AEA)

Legislative Advocacy. Local adult educators have a voice in Washington through the Commission. Legislation and policy affecting adult literacy and basic education concerns are monitored. Where appropriate, the Commission seeks support and action on these matters as an action group of the Adult Education Association of the U.S.A.

Annual Conference. Each year the Commission holds a national conference with content exclusively related to adult basic education. It provides an opportunity to meet, share experiences, stay up-to-date in the field, and learn of innovative ideas and projects internationally.

Sense of Belonging. Often those working in adult education have a feeling of isolation in their jobs and need to share with other adult educators. The Commission provides a sense of belonging and puts you in touch with others with similar concerns and interests.

Regional Representation. The Commission has a network of twelve regional representatives, each representative elected by the members of that specific region. Representation spans the continental U.S., Hawaii, Guam, American Samoa, Canada, and England. Through these representatives, Commission communication and leadership is always close to home.

National Affiliation. While international in membership, the Commission is a specialized member group of a major national professional association, the Adult Education Association (AEA) of the United States of America. The Commission is, therefore, represented among AEA's leadership and has a voice in its policymaking and other activities.

Awards. Traditionally at its annual conference, the Commission presents an Outstanding Adult Educator Award. The award is given to a teacher, administrator, counselor, etc. nominated by the membership for distinguished service to the field.

Journal. Annually the Commission publishes four issues of its journal, Adult Literacy and Basic Education. Articles and reviews focus on reports of research and practice and viewpoints specific to areas of concern to Commission members. Included also are "Commission Notes," which keep the membership up-to-date on Commission activities.

For further information regarding membership, services, or activities of the Commission on ABE contact the membership office, c/o Laurel T. Ellis, COABE Membership Chairperson, 119 Bailey Hall, University of Maine, Gorham, Maine 04038. Telephone (207) 780-5326.

X. PROFESSIONAL ORGANIZATION
Dr. Susan Schuehler
C. Adult Education Association (AEA)

AEA MEMBERSHIP

(Check type desired)

Sustaining	(Y)	$100+	☐	Institutional	(Z)	$150	☐
Contributing	(C)	$ 75	☐	Retired	(RL)	$ 14	☐
Professional	(P)	$ 55	☐	Student *	(SL)	$ 25	☐
General	** (GL)	$ 40	☐				

*Full Time Students. (Major professor signs here.)

_____

** Serves adult educators who wish to receive a subscription to monthly publications but not the AEA quarterly research journal.

APPLICATION INFORMATION (Please print clearly)

Name _____

Address _____

City _____ State _____ Zip _____

_____
Name of organization/institution with which you are affiliated

_____
Name of AEA/USA member recommending you to membership

Address _____

Membership dues are tax deductible.

* *

COMMISSION ON ADULT BASIC EDUCATION

Membership/Subscription Application

Check membership and/or subscription desired:

☐ **Regular Membership $5.00**

☐ **Informational Membership $1.00** **Area of Primary Interest** _____

☐ **Adult Literacy & Basic Education Subscription $8.50**

Enclosed is my check or money order for _____ . Make payable to Commission on Adult Basic Education.

Name _____ **Position** _____

Institution/Agency _____ **Tel.** ( ) _____ ( ) _____
Business Home

Mailing Address _____
Number & Street & Box Number/RFD

_____
City/Town State Zip Code

Return to: *Laurel T. Ellis, COABE Membership Chairperson*
119 Bailey Hall
University of Southern Maine
Gorham, Maine 04038

X. PROFESSIONAL ORGANIZATIONS

Contact: Dr. Gary Eyre, Executive Director
NACAE
425 13th Street, N.W.
Pennsylvania Building, Suite 323
Washington, D.C. 20004
(202) 376-8892

D. National Advisory Council on Adult Education (NACAE)

The National Advisory Council on Adult Education is a 15-member, Presidentially appointed body established under the 1970 amendments to the Adult Education Act of 1966 (P.L. 91-230, as amended). The members serve for three-year terms, five members retiring and five new appointees joining the Council each year. The Chairman and Vice-Chairman are elected from among the appointees and serve one year.

The responsibilities of the National Advisory Council on Adult Education include:

- making annual reports to the President of findings and recommendations relating to Federal adult education activities and services;
- presenting testimony to education and appropriation committees of the Congress;
- advising the Commissioner of Education in the preparation of general regulations;
- advising the Commissioner of Education with respect to policies and procedures governing state plans; and policies to eliminate duplication of Federal adult education efforts and activities;
- advising the Commissioner of Education with respect to the coordination of programs offering Federal adult education activities and services;
- reviewing the administration and effectiveness of Federal adult education programs.

The full Council meets four times per year in Washington, D.C. and across the nation, and conducts activities as mandated by standing committees. Members attend various professional adult education meetings and conferences to represent the Council and provide opportunities for the adult education profession and the general public to have access to this Presidentially-appointed advisory body.

X. PROFESSIONAL ORGANIZATIONS
Dr. Gary Eyre
D. National Advisory Council on Adult Education (NACAE)

Congress, in 1964, provided Federal funds on a state grant basis for Adult Basic Education with the passage of Title II-B of the Economic Opportunity Act. This first Federal Adult Basic Education program sought to remedy the inequities of educational disadvantage by offering persons 18 years of age and older the opportunity to develop reading, writing, language and arithmetic skills to enable them to obtain or retain employment and otherwise participate more fully as productive and responsible citizens.

Amendments to the Elementary and Secondary Education Act (ESEA) in 1966 and 1968 provided a separate title and expanded adult education thrusts (The Adult Education Act of 1966, ESEA as amended). Under this legislation, funds are available to state and local education agencies to meet the costs of instruction, to employ and train qualified adult educators, and to develop specialized curriculum and techniques appropriate for adult learners.

In 1970, Public Law 91-230 (April 13, 1970) amended ESEA legislation including the Adult Education Act. Congress required the appointment by the President of the United States of a National Advisory Council on Adult Education (NACAE). In March, 1971, 15 members of the NACAE were administered the oath of office and the Council became operational on the call of the U.S. Commissioner of Education.

The Council selected from its appointees a chairman, established a Washington office, employed an executive director and staff, created standing committees, held Council meetings in cities across the country, and initiated activities and reports to fulfill its legislative mandate.

In 1972 the Council's first Annual Report, together with its recommendations, was transmitted to the President, the Congress, the Executive Branch, and distributed to the education community. During that year the Council conducted several research projects which provided an examination and critique of teacher training in adult education, a synopsis of Federal adult education laws/activities, a glossary of national adult education associations and voluntary organizations, and identified several problems needing the immediate attention of the Executive and Legislative Branches.

Since the Federal Adult Education Act was to terminate on June 30, 1973, the NACAE developed, in early 1973, recommendations for legislative specifications which would lead to the passage of an expanded and comprehensive Adult Education Act. The Council's Annual Report stressed the need for Congressional action to prevent the imminent danger that without Federal assistance the nation would slow down or even step backward in providing educational opportunities for adults. NACAE testified in favor of continuing Federal assistance.

In 1974 the Education Amendments of 1974 (P.L. 93-380) amended the Adult Education Act. These amendments included four new requirements in the

content of state plans, provided for experimental, demonstration and teacher-training projects, authorized a clearinghouse on adult education and state advisory councils on adult education and required that persons with special knowledge and experience in education for adults of limited English-speaking ability be members of the National Advisory Council on Adult Education.

During 1974, the NACAE undertook a major project to identify the potential population specified in the Federal law, to provide the states with demographic data and traits, and to outline the extensive research needs of adult education. Meetings of the Council and its standing committees included hearing sessions for the adult education client, teacher, counselor, and administrator.

By 1975, the mid-point of the present decade, the full impact of the 1970 census figures and what those figures projected began to influence educational planners. The Council published its report to the President titled "A Target Population in Adult Education" as evidence of the education, work, and economic needs of a large proportion of the American adult population requiring special assistance in a continued Federal-State-Local partnership.

1976, the two hundredth anniversary of our nation's founding, was also the Bicentennial of federal involvement in adult education. The Council completed and published studies on an adult education clearinghouse, state adult education advisory councils, and international adult education. A two-part annual report was completed containing NACAE recommendations, and a history tracing the roots of federal involvement in adult education in order to place the Adult Education Act in historical perspective.

In preparation for Congressional hearings on the reauthorization of the Act, the Council completed an extensive series of discussions across the country on Futures and Amendments to the Adult Education Act. Those discussions resulted in a two-volume report of 303 pages including a Survey of State Support of Adult Education. These reports were transmitted in May and November of 1977.

1978 was the benchmark year for the Federal adult education program and NACAE. During the year, the Council testified on four occasions before Congressional committees on amendments and appropriation levels. On November 1, 1978, the President signed Public Law 95-561 which reauthorized the Act through fiscal year 1983 and the Council through 1984.

The Council's efforts in 1977 and 1978 were the most deliberate, planned, and sequencial action on the reauthorization of the Act of any single council, agency, association, or group. It was the Council's activities which brought about the "outreach concept" in the law and an expanded delivery structure for state planning.

Reports in 1978 include an Annual Report of Council operations and structure, An Assessment of the Federal Adult Education Act Program, and a publication on Success Stories of Adult Learning in America.

X. PROFESSIONAL ORGANIZATIONS
Dr. Gary Eyre
D. National Advisory Council on Adult Education (NACAE)

With the passage of the new Act, the Council immediately set into motion, in 1979, a process for reacting to Proposed Rules established by the U.S. Office of Education. Review meetings were conducted and a document prepared for use at ten regional hearings. The document addressed each section of the Proposed Rules and outlined recommendations.

1979 was a year in which the Council made a case for increased Federal state grant support and successfully influenced the Congress through various advisory publications, documents, and hearings for an appropriation level of over $100,000,000.00.

President Carter's Urban Policy Initiatives were examined through a Council Task Force and resulted in a response of 119 recommendations, comments, and concerns. The publication was transmitted to the President on May 28, 1979.

As a result of the Councils work in the area of urban policy and the concept of adult education's role in "livable cities", meetings were held with USOE officials, the Assistant Secretary of Education and with the Assistant to the President at a White House session in September, 1979.

The energies of the Council are focused on the growing needs of the adult learner, and the Council's work is toward a national commitment to wipe out illiteracy and assist society's economy and its self-governance.

The Council and its staff are dedicated to the lay citizen advisory process, and the Council's record of involvement is impressive and one that sets in motion the best in participatory democracy.

X. PROFESSIONAL ORGANIZATIONS

Author: Robert G. Allen, Chairman
National Council of State
Directors of Adult Education
Division of Adult and Community Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-3891

E. National Council of State Directors of Adult Education

The National Council of State Directors of Adult Education was formed in 1965 for the purpose of supporting a concerted effort by all states in behalf of adult basic education. Membership is open to that person officially designated by appropriate authority in each state as being responsible for statewide supervision and support of adult basic education. Membership is also open to representatives from the District of Columbia, the Canal Zone, and the territories of American Samoa, Guam, the Virgin Islands, and the Commonwealth of Puerto Rico.

In support of adult basic education, and now adult secondary education, the Council affiliated with the National Association for Public Continuing and Adult Education and shares NAPCAE facilities and staff. Dr. James Dorland is Executive Director of NAPCAE. The current chairman (1979-80) of the National Council of State Directors of Adult Education is Robert G. Allen, Director of the Division of Adult and Community Education, Texas Education Agency. The chairman-elect is William Moore, State Director for Virginia.

Through a nationwide communication network, and in conjunction with NAPCAE and other professional organizations, the Council addresses legislation and appropriations for adult education and federal policies for the administration of the state grant program for adult education, evolves common national goals, and provides for the sharing of information, materials, and resources for the support of effective adult education programs.

The current Council work program centers around the development of a set of guiding principles for state support of adult basic and secondary education and long-range objectives for implementing those principles. The principles and objectives are currently in draft form and will be considered by the Council members at their annual business meeting in St. Louis on November 4, 1980 at the NAPCAE/AEA annual national conference.

For further information about this organization, contact John Christopher, Chief, Division of Adult Continuing Education and Training Programs, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17108. Telephone: (717) 787-5532.

XI. NEW TRENDS IN ADULT EDUCATION

Contact: James T. Parker, Specialist
Adult Education Program
U.S. Education Department
Office of Adult Learning
Washington, D.C. 20202
(202) 245-9751

A. The National APL Study

A U.S. Office of Education funded research project at the University of Texas at Austin completed a five year investigation of adult functional competencies which are important to coping and surviving in society. In the process, the Adult Performance Level (APL) Study has redefined the concept of functional literacy and has produced new estimates of the illiteracy rate in the United States.

According to the APL concept, functional literacy or competency is not simply the ability to read or write at some arbitrarily chosen low grade level. APL research defines functional literacy as the ability of an adult to apply skills to several major knowledge areas which are important to adult success. The skills which have been identified as important to functional literacy are the communication skills (reading, writing, speaking and listening), computation, problem solving, and interpersonal relations. These skills are applied in everyday life situations, which are categorized into broad "general knowledge areas" called occupational knowledge, consumer economics, health, community resources, and government and law. The APL concept is shown in the two-dimensional matrix below.

General Knowledge Areas

Skill Areas	Occupational Knowledge	Consumer Economics	Government & Law	Health	Community Resources
Reading					
Writing					
Computation					
Interpersonal Relations					
Listening Speaking					

XI. NEW TRENDS IN ADULT EDUCATION
James T. Parker
A. The National APL Study

Using this two-dimensional concept, the project has defined 65 requirements for functional literacy. As a means of assessing how well American adults meet these requirements, five national surveys of this population have been conducted. Using simulations of requirements keyed to the APL definition of literacy (such as reading job notices, making change, shopping, locating needed services, or understanding insurance), the APL project has developed a general index of literacy which classifies adults into one of three categories:

APL 1 - Those adults who function only with difficulty because of their unsatisfactory mastery of the requirements for functional literacy.

APL 2 - Those adults who are functional, but not proficient.

APL 3 - Those adults who are proficient.

These surveys indicate that almost one of five adults is in the APL 1, or non-functional category. The following table summarizes the proportion of adults in each functional literacy category by percentages.

AREAS	APL Functional Literacy Levels		
	1	2	3
Occupational Knowledge	19.1	31.9	49.0
Consumer Economics	29.4	33.0	37.6
Government and Law	25.8	26.2	48.0
Health	21.3	30.3	48.3
Community Resources	22.6	26.0	51.4
SKILLS			
Reading	21.7	32.2	46.1
Problem Solving	28.0	23.4	48.5
Computation	32.9	26.3	40.8
Writing	16.4	25.5	58.1
Overall Competency Levels	19.7	33.9	46.3

In terms of the general knowledge areas, the greatest area of difficulty appears to be Consumer Economics. Almost 30% of the population falls into the lowest level (APL 1), while one-third of the population is categorized as APL 2. Translated into population figures, some 34.7 million adult Americans function with difficulty and an additional 39 million are functional, but not proficient, in coping with basic requirements that are related to Consumer Economics.

XI. NEW TRENDS IN ADULT EDUCATION
James T. Parker
A. The National APL Study

The highest proportion of proficient persons (most able to cope) is found in relation to Community Resources. Over half of the U.S. population falls into APL level 3. This is followed by Occupational Knowledge; again, almost half of the population is estimated to be proficient in dealing with occupationally related tasks. Although the least proportion of persons in comparison to all areas are in level 1 of Occupational Knowledge, this still indicates that about one of every five adults in the U.S. functions with difficulty or is unable to perform correctly on occupationally related performance indicators.

The greatest proportion of people unable to perform basic skills is found in the computations area. Approximately one-third of the population, or 39 million adults, functions with difficulty; and a little over one-fourth, or 29.5 million adults, is functional but not proficient in task performance on items requiring mathematical computation. The area of greatest competency in comparison with other skills is in writing. However, even though almost three-fifths of the population performed adequately on tasks requiring writing skills, 16% of the adults in the U.S., or some 18.9 million persons, are unable to cope successfully.

Since the completion of the study, the U.S. Office of Education has provided opportunities for state and local education programs to learn about the National APL Study results. In February, 1978, the U.S. Office of Education sponsored a national conference of State Directors of Adult Education and other state and local personnel to promote new programs and discuss critical issues in relation to the APL study findings. Eighty-two percent of the adult education state programs have identified APL or life skills curriculum as a priority for special development. The number of APL or Life Skills Programs are summarized in the following table.

	Number	
FY	Special Projects	States
1978	140	38
1979	169	47
1980	104	38

The American College Testing Program (ACT) has developed seven instruments to assess adult competency. The available instruments are: a 40 item survey, a 100 item survey and five diagnostic instruments covering each of the APL knowledge areas.

XI. NEW TRENDS IN ADULT BASIC EDUCATION

Author: Dr. Donna S. Queeney
Staff Associate/Writer
Planning Studies in
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The Pennsylvania State
University
University Park, PA 16802
(814) 865-7679

B. The Pennsylvania ABE Needs Assessment

In July, 1978 the Pennsylvania Department of Education, Division of Adult Education and Training Programs requested proposals to conduct a needs assessment of adult basic competencies in Pennsylvania. On the basis of the proposal submitted, The Southwest Educational Development Laboratory (SEDL) was selected to conduct the study. The project director, Norvell Northcutt, has been responsible for both the National and Texas APL studies. The Pennsylvania study was a replication of the previous APL studies. The Pennsylvania study was to address the following questions:

> Who are the groups of adults in the most urgent need of basic education? How many are there in which subpopulations? Where are these subpopulations geographically?
>
> Specifically, what is the actual functioning level of the subpopulations in each of the essential skills?

The project began in September, 1978, using methodology quite similar to that employed in earlier research. Three groups were studied simultaneously:

- the general adult population of Pennsylvania, ages 16 and older
- ABE students enrolled in regular classrooms
- ABE students enrolled in classrooms located in correctional institutions

The original APL interview guide, which contains sixty-seven items cross-referenced to the general knowledge areas and primary skills, was revised slightly to update it and make it more relevant to Pennsylvania adults. The items, which are realistic simulations of everyday adult tasks requiring applied skills, were modified as little as possible so that comparisons to the national survey data might be made.

Selection of the sample population and interviewing were carried out by Opinion Research Corporation of Princeton, New Jersey. Probability sampling techniques were used in the selection of both respondents and locations to obtain a representative, valid sample. Respondents included:

XI. NEW TRENDS IN ADULT BASIC EDUCATION
Dr. Donna S. Queeney
B. The Pennsylvania ABE Needs Assessment

	Number of Program Locations	Respondents Tested
General adult population	*	1,525
ABE regular classroom	17	365
ABE-correctional institutions	3	69
TOTAL		1,959

*not applicable

Interviewer training and field procedures were adapted from the earlier APL research. Pennsylvania Department of Education staff members made initial contact with those individuals selected for the general adult population study and with the site directors of selected ABE programs. Quality control measures were undertaken at each stage of data handling, including survey verification, coding and keypunch checking, repeating tabulations, and proof-reading specification cards.

Because this study was a replication of previous APL research, the findings can be considered reliable within sampling error. The findings are also comparable to those from previous APL studies.

The percentages of a given population classified as APL 1, or having an unacceptably low level of mastery of functional competencies, is perhaps the best single indicator this research offers regarding the need for adult basic education: 29.9 percent of the Pennsylvania general population sample is in this category. *This represents 2,644,000 adults in Pennsylvania who are functionally incompetent.*

Almost half of the ABE students are APL 1, while the ABE correctional institution students fared slightly better with 46.4 percent classified APL 1.

Examination of competency in the five general knowledge and four skills areas revealed the following ranking:

Greatest Incompetence	1. computation
	2. consumer economics
	3. problem-solving
	4. government and law
Mid-Range	5. occupational knowledge
	6. health
	7. community resources
	8. reading
Least Incompetence	9. writing

XI. NEW TRENDS IN ADULT BASIC EDUCATION
Dr. Donna S. Queeney
B. The Pennsylvania ABE Needs Assessment

Almost 40 percent of Pennsylvania's adult population is estimated to be functionally incompetent in the areas of computation and consumer economics. Approximately 35 percent may be considered functionally incompetent in the areas of problem-solving and government and law, while 30 percent are thought to be functionally incompetent in occupational knowledge, health, community resources, and reading. Even writing, with the lowest percentage of APL 1 respondents, is estimated to be an area of functional incompetency for 25 percent of Pennsylvania's adult population.

Demographic groups containing the greatest percentage of APL 1 individuals are:

- those ages 16-18 and over 60 years of age
- women
- racial minorities
- those with less than a high school education
- those unemployed or keeping house
- those not registered to vote

Pennsylvanians classified as APL 1 are likely to come from households which:

- have an annual income of less than $7,500
- contain 1 or more than 7 persons
- have the chief wage earner employed in an unskilled position
- do not speak English as the dominant language

The importance of this study lies in the fact that it has identified those adults most in need of basic educational skills on the basis of competence. The indicator of need is the percentage of APL 1 individuals in a given demographic group, a direct measure of the *intensity* rate of functional incompetency. However, this is not the only factor to be considered in setting priorities. Another critical variable is the proportion of the total population of "incompetents" which that group comprises, the extent or *extensity* of incompetency represented overall. Thus the question becomes: How do we prioritize the need of a group in which, for example, the *intensity* rate of incompetency is very high, but the *extensity* of incompetency is relatively small?

> This study proposes that the need for adult education services of a particular group has two dimensions: *intensity* rate of functional incompetency, and *extensity*, or the extent to which incompetency is represented overall.

In analyzing these two dimensions for several characteristics of the adult population, and in light of federal guidelines, several facts emerge.

Need by Region. Philadelphia has the highest intensity rate, as well as the greatest extensity, and thus is a high priority region for resource allocation. The eastern and northern regions are high in one dimension and low in the other. Since the Federal regulations identify adults living in rural areas as a special adult population, however, allocation of resources to the more rural northern region is suggested.

Need by Educational Level. Intensity is highest for the group with 0-5 years of education, but extensity is lowest for this group. Federal regulations suggest that the preponderance of effort should be placed on those with the least education, but research suggests that these people will be expensive to reach.

Need by Age. The 30-39 and 40-59 year-old age groups rank low on both intensity and extensity, and therefore are not suggested as high priority target groups. Adults ages 16-29 rank low in intensity but high in extensity, while the oldest adults rank high in intensity and low in extensity. Federal regulations are somewhat equivocal in this case, suggesting a focus on younger persons with significant employment potential but specifying older adults as a special population. Since the 1977-78 Administrative Survey of ABE Programs in Pennsylvania indicates that 46.8 percent of ABE student enrollees were 16-24 years old while only 2.2 percent were age 65 and over, the study suggests that an effort be made to increase the availability of adult education to older Pennsylvanians.

Need by Income Level. The need for adult education increases as income decreases, clearly indicating that poorer people are a high priority group.

Need by Sex. Women rank higher than men in both intensity and extensity. This information, coupled with federal identification of women (particularly displaced homemakers) as special adult populations, suggests that greater emphasis be placed on programs for women. Employment skills should be stressed.

Need by Employment Status. Homemakers are high in intensity and extensity, indicating that the particular educational and vocational needs of homemakers and women merit attention. The intensity of employed persons is relatively low, although they rank higher than either unemployed or homemakers in extensity.

XI. NEW TRENDS IN ADULT BASIC EDUCATION
Dr. Donna S. Queeney
B. The Pennsylvania ABE Needs Assessment

The data from this study indicate a great need for adult education for different subpopulations within the Commonwealth. Because these adults are frequently difficult to reach, the study suggests that nontraditional ways of providing service should be developed and refined. Two kinds of approaches are recommended:

1. An increased emphasis should be placed on outreach programs. It would seem to have high potential payoff, particularly for those groups with high intensity and low extensity. Consideration should be given to developing and refining programs which provide "reasonable and convenient access" to services for the special populations mentioned above. The federal regulations give the states new freedom in contracting to accomplish outreach. States may contract with a wider variety of agencies in the future than has been possible in the past.

2. Careful consideration should be given to relatively new but highly promising competency-based instructional systems. The Adult Education Act suggests that states encourage the development of programs which assist the adult in (a) mastering basic and life skills necessary to function effectively, and (b) identifying and preparing for new and emerging roles. Although the concept of competency-based instructional systems for adults is still being developed and improved, it has proved its viability in a variety of locations and settings. Both instructional and assessment materials are now available, as is technical assistance. The State should give careful consideration to using an appropriate portion of its Special Experimental Demonstration Projects and Teacher Training monies for adaptation, testing, and implementation of competency-based approaches with a variety of the special adult populations.

Pennsylvania, which operates programs in a far greater variety of settings than do many states, already has a base from which to build while strengthening its outreach capacity. Information about education students and program characteristics is collected more comprehensively and systematically in Pennsylvania than is the case in many states. Some of the earliest and most prominent efforts in competency-based adult education began and are continuing within the Commonwealth. Pennsylvania is in a good position to implement the suggestions of this study.

XI. NEW TRENDS IN ADULT BASIC EDUCATION

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C. Summary of 310 (309) Projects

Each year a number of grants are awarded by the Pennsylvania Department of Education (PDE), Division of Adult Education and Training Programs to local and state educational agencies, public and private nonprofit agencies, institutions, organizations and individuals. These grants are known as Special 310 (formally Section 309) and are generated through Section 310 of the Adult Education Act of 1978 (P.L. 95-561). This section of the Act mandates that the state use not less than 10 percent of its annual federal allotment for Special 310 funds.

The purpose of the Pennsylvania Special 310 grants is to strengthen ABE programs through special experimental demonstration projects, teacher training projects and mini-grants. Over the past five years several major continuation projects have evolved. These projects are: Project AdvancE, the Adult Education Center and Directions.

Project AdvancE. This project is a continuation of a resource dissemination service for adult educators in Pennsylvania. It was established in 1975. As the state clearinghouse for adult education, it provides resource services to practitioners who are involved in delivering and improving ABE, GED and ESL instruction throughout Pennsylvania. The Project AdvancE staff interact with resource dissemination agencies in Pennsylvania and other states across the nation.

Adult Education Center. The Adult Education Center has assisted the Pennsylvania Department of Education in managing the ABE Fall Workshops and other various special staff training workshops over the past five years. The Center director facilitated the development of the three-year Adult Education State Plan and the Pennsylvania ABE Handbook.

ABE Newsletter. This project was designed to publish and distribute the ABE newsletter, Directions. The newsletter primarily addressed ABE educators in Pennsylvania as well as those individuals whose work impacts upon adult education practitioners and students across the state. The newsletter helped practitioners keep abreast of changes and developments in the field and share professional information and ideas with others.

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C. Summary of 310 (309) Projects

Another publication funded by Special 310 funds was Adult Student magazine. This project disseminated three issues of a student-centered magazine focusing on benefits of ABE/GED not easily captured by statistics. The ABE/GED students used the magazine as a forum for student expression in writing and photography. The magazine contained articles about interesting and successful adult students. Accompanying each issue is a detailed teachers guide, including worksheets and suggested activities at various levels.

Since 1977, an average of 24 Special 310 (309) projects were funded per year. An average of forty-four (44) percent focused on benefits for ABE staff, while fifty-six (56) percent benefited ABE students. The projects are listed in the table below.

	Number		
Fiscal Year	310 Projects	ABE Staff	ABE Students
1977	21	7 (33%)	14 (67%)
1978	15	8 (53%)	7 (46%)
1979	22	10 (45%)	12 (55%)
1980	39	18 (46%)	21 (54%)

The funding trend of Special 310 (309) projects, since 1977, has shifted from ABE skills instruction and curriculum development to career counseling and institutionalized adults to staff development, older adults, linkage, Hispanic residents, recruitment and women.

A Summary of Special 310 (309) Projects appears on the next page.

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Dr. Ronald C. Watts
C. Summary of 310/(309) Projects

SUMMARY OF SPECIAL 310 (309) Projects

FY 1977

NUMBER OF PROJECTS: 21

AREAS:

- ABE Skills Instruction (10)
- ABE Curriculum Development (3)
- ABE Staff Development (3)
- Ed/Career Dissemination
- APL Tutoring
- ABE Learning Lab
- Parenting Curriculum Development
- Career/Life Planning Counseling

TARGET AUDIENCE:

- ABE Staff (7)
- ABE Students (7)
- Institutionalized Learning Disabled (4)
- Prison Residents (3)
- General Adult Community
- Parents

FY 1978

NUMBER OF PROJECTS: 15

AREAS:

- ABE Staff Development (3)
- CBE Curriculum Development/Resources (3)
- Counseling/Career (2)
- ABE Community Resources
- Instructional Materials Dissemination
- APL/Health Curriculum Development
- ABE Recruitment
- TV Teaching
- Counseling/Staff Development
- ABE Instructional Dissemination

TARGET AUDIENCE:

- ABE Staff (8)
- ABE Students (8)
- General Adult Community
- Older Adults

FY 1979

NUMBER OF PROJECTS: 22

AREAS:

- ABE Staff Development (6)
- Career Counseling (5)
- Institutionalized Students (3)
- High School Diploma (2)
- APL
- Counseling
- Energy Education
- ESL Drivers Education
- "Directions"
- Recruitment

TARGET AUDIENCE:

- ABE Staff (10)
- ABE Students (4)
- Counselors (2)
- Displaced Homemakers (2)
- Women
- Indigent Adults
- Hispanics/Vietnamese
- Indochinese

FY 1980

NUMBER OF PROJECTS: 39

AREAS:

- ABE Staff Development (11)
- Older Adults (5)
- Linkage (4)
- Hispanic Residents (3)
- ABE Recruitment (2)
- Women (2)
- Promotion (2)
- AdvancE
- Research
- Energy
- Volunteer Tutors
- Competency Based High School Diploma
- Institutionalized Addicts and Alcoholics
- GED Preparation
- "Directions"
- Handicapped
- Sexual Assault and Harassment

TARGET AUDIENCE:

- ABE Staff (18)
- ABE Students (8)
- Older Adults (5)
- Hispanic Students (3)
- Women (2)
- Volunteer tutors
- Institutionalized Addicts and Alcoholics
- Handicapped Students

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D. Future Implications

The National Advisory Council on Adult Education (NACAE) reports that *almost everywhere you turn, somebody is studying something. There is an "information explosion" in America today as an estimated 32,000,000 adults participate in some form of adult study. One in every eight persons is enrolled each year in an adult education program.*

Adult Education is the fastest growing level of instruction in the United States today. Enrollment in public adult education is leaping upward at close to 12% a year compared with a growth rate of less than 2% for elementary and secondary education.

Adult education in many forms -- public and private, formal and informal, for pleasure and for profit -- nowadays touches the lives of nearly half the adult population at one time or another. Education is made available to adults by elementary and secondary schools, community colleges, proprietary and correspondence schools, colleges and universities, businesses, industries, government, the military, churches, libraries and other community organizations. General public awareness of the adult as a learner has grown as has the number of proposals for the expansion and creation of programs to foster adult participation in education. The apparent causes of this growth in interest are quite varied. One of the obvious causes is the gradual shift to a substantially more middle-aged population.

By the year 2000, the median age of the United States population is estimated to become 34.8 years.

Education in America has been the domain of the young; however, the last two decades have seen an increase in both the numbers of adults participating in education and in the general awareness of adult education as a major component of lifelong learning.

Education is in transition. A transition based on the premise that formal education confined to the first two decades or so of a person's life cannot possibly prepare one for the constancy and rapidity of change. Often the hardest transition is the one we are in.

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Judith L. Cope
D. Future Implications

Lifelong learning is a fact. Adult education is part of that fact, and adults are realizing that it is never too late to learn.

Based on the philosophy that *"it is never too late to learn,"* the Pennsylvania Adult Education State Plan, 1980-82, and the information in this Handbook, particularly The Pennsylvania ABE Needs Assessment, the following recommendations are made:

1. Competency-based instructional systems should be considered by ABE programmers. Although the concept of competency-based instructional systems for adults is still being developed and improved, it has proved its viability in a variety of locations and settings. Some of the earliest and most prominent efforts in competency-based adult education began and are still continuing within the Commonwealth.

2. Outreach sites should be established by ABE programs to expand services. ABE planners need to examine the possibility of satellite centers to address the problem of outreach. States may now contract with a wider variety of agencies than has been possible in the past to reach the least educated.

3. The Community Education concept should be applied to insure the use of resources to benefit ABE programs. Community linkages should be established with community resources (human, institutions and organizations). ABE programs, perhaps more than any other educational programs, must be responsive to the community in which they are established. The key word in this community effort is "linkage." The awareness of the ABE program on the part of professionals in the community agencies will add to the credibility of ABE programs and will result in an increase of referrals from other agencies.

4. Vocational services should have a direct relationship to ABE programs. There should be greater emphasis on ABE relationships to vocational schools, community colleges, colleges and universities, industries, job readiness and career counseling centers, and CETA.

5. Counseling services should be comprehensive systems in each ABE program. Counseling is the keystone of successful ABE programs which are tailored to the needs of individual adults. There is a growing trend in adult education toward counseling with a career guidance base. This trend reflects the increased awareness that vast numbers of adults lack even the most basic skills for finding and holding satisfying employment. The majority of adult students seeking job readiness counseling

have not clarified their vocational and educational goals. Many have difficult life problems which interfere with their training and employability.

6. The Six Guiding Principles set forth by the Department of Education must be considered by ABE programmers. The Six Guiding Principles are: Reduction of Welfare Roles, Sex Equity, Race Equity, Economic Development, Attitudinal Development and Job Placement.

7. A staff training management system should be developed for ABE. It is recognized that staff development programming needs to have a formal, rather than informal, relationship to research, data collection, needs assessment, ABE Advisors, and evaluation. The components of the system should be logical, sequential and interrelated. A system should be designed to provide a record of each ABE teacher's previous workshop attendance and workshops needed in the future. This would provide a vehicle for documenting competencies for professional growth and upward mobility. All workshops should be designed with a competency-based structure.

8. State budget support is necessary to achieve more viable ABE programs. States that provide budget support have the most successful programs in ABE. Strong advocacy is needed from the field to support PAACE in its drive for a 10% match from the state educational budget for ABE programs. PAACE has established the need for a 10% match as a legislative priority. The federal funds are the only funds available to directly serve ABE programs at this time. This single source can provide for only 1% of the target population as identified by the Pennsylvania statewide needs assessment of 1979.

9. A central Adult Education Office should be established at the Department of Education. The Adult Education Task Force, PAACE, and the 1202 Commission have recommended that all functions and educational services for adults be located in one central office at the state level.

10. A State Adult Education Advisory Council should be established. The Council will maintain important communication between the Department of Education and other agencies in adult education. The Adult Education Task Force recommended that a state Adult Education Advisory Council be appointed by the Secretary of Education, and that the Council be financially supported by the state. Proposed Guidelines for the State Advisory Council for Adult Education are found in Appendix E of the Adult Education State Plan, 1980-82.

11. Professional membership is needed to promote the goals of ABE. A strong professional organization with a large membership is needed to effect a positive change in ABE programs. The necessity for joining PAACE, the state professional organization, is imperative if growth and development of adult education is to occur. PAACE needs the collective voices of adult educators for growth and change.

12. The Pennsylvania ABE Handbook should be revised after the completion of each Adult Education State Plan. The Handbook should include the most up-to-date information for the ABE practitioners in the field. In addition, the Handbook should reflect the most current Adult Education Act.

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E. Needed ABE Research

In considering the needs for research in adult basic education (ABE), it may be useful to identify the most prevalent research needs of all -- how to get research ideas and how to get started doing research. This is not simply a problem of finding the time, the resources and the energy to do so. It is one of conceptualization of thinking in research terms while involved with the on-going concerns of the agency's operation. The handbook of which this article is a part could serve in itself as a valuable source book for practitioners who might wish to translate the activities of everyday programming, teaching and administration into researchable questions.

One of the most universal comments made by practitioners in regard to research is that the reported results show little relevance to actual conditions in the field. This comment implies that more practitioners should take an active role in identifying research needs and perhaps becoming involved in research studies. The usefulness of ABE research lies in its potential to provide solutions to programmatic and instructional problems. Today, data can be easily tabulated with the use of a computer and statistical and report generating packages. For example, the Statistical Package for Social Sciences (SPSS) is readily available.

A systems approach to research, planning, and development can provide a functional framework for empirical investigations in ABE. A systems approach would provide the continuous development of needs assessment, analysis and interpretation. Priorities can be established through planning in which attention is given to all of these components.

Probably the most fundamental need for research in ABE grows out of the fact that little is known about the intellectual and social growth of new adult literates. Once people are taught literacy, it is assumed that they will continue advancing in the direction of competency and flexibility without much, if any, attention given to follow-up by agencies throughout their life span. In addition, surprisingly little information is known about the adult illiterate. For example, it was estimated in 1975 that approximately 4% of the nation's 15 million adults with less than 8 years of schooling participated in ABE programs. (U.S. Comptroller General, 1975) Obviously, the current approaches to literacy training are not attracting all of the target population of illiterate adults. Apparently the limited objectives and specific tasks of literacy education are all too typical of the school systems

from which the illiterates dropped out. Priority should be given to needs assessments for all of the adults in the target groups to be reached. It is not enough to derive the needs of these adults from the collective opinion of the teachers alone who serve but 4% of all those who are presumed to need literacy training.

All too often, the illiterate is defined as a person who cannot read, write or compute at levels standardized and graded within school systems. With such a definition, it is not surprising then that research has largely been limited to the 3Rs. Why should one suppose that ABE should be limited to the traditional 3Rs? Perhaps the attrition and dropout rates can be attributed to an impoverished approach to functional literacy. Obviously many existing ABE programs are not based on needs assessment, or the programs would long ago have become environments created for the fuller development of the human potential. More specifically, why does the ABE approach remain at the programmtic level? Or can it be developed into and expressed through a broad-based curriculum aimed toward academics, social competency and cultural wisdom.

The processes of needs assessment begin with the observation of human behavior within the community. The data of these observations may be obtained by administering questionnaires, conducting interviews and reviewing of completed studies. The analysis of these data could lead to conclusions about life-style values and needed resources. Community study and needs assessment should be conducted hand in hand -- each one is dependent on the other. As results of studies become known, the ABE mission could be expanded to include lifelong and lifewide education for all citizens. ABE programs can incorporate social survival skills related to public services, rights and privileges. Attention can be given to such survival skills as employment, urban planning and housing, health and nutrition, consumerism and personal relationships. Learning can be enriched by involvement in the appreciation of cultural heritage through music, dance, philosophy and fine arts in general. But the most urgent priorities for the near-literate adult are to become meaningfully employed, to develop proficiency in social survival skills and to gain the self-esteem so necessary for successful living. Therefore, a survey of community needs should explore interests and problems related to available jobs as well as numerous aspirations, general interests and pluristic life-styles for mainstreaming adults.

There is probably no better way of learning how to do research than to become personally involved in an ongoing investigation. If this is not possible, there is considerable assistance in translating research into practice from many supervisors within the institution or agency in which the ABE learning center is a part. In addition, consultants from colleges, or universities or other interested agencies are also available to help translate research into practice. These same consultants can be called upon to help conduct research projects. In order to increase information about ABE students

and to make ABE programs more effective, the following research questions are suggested for consideration --

How does ABE help to reduce welfare costs?

How does ABE contribute to the skilled labor force?

How does ABE provide an immediate economic return?

How do literate parents foster positive attitudes in their children toward learning and work?

How effective is self-directed learning for adults?

How are self-directed learning resources acquired or developed?

How can needs assessment be used for program planning in order to stay abreast of changing needs?

What are the effects of memory, learning detriments, and non-cognitive factors associated with learning on older people?

How do human service practitioners receive their training?

What new methods could help the students to excel in learning on their own initiative and direction?

How can each student be guided to assess individual needs and goals for realistic attainment?

How can the student and teacher be involved to participate in a "contract" in which both student and teacher have a commitment to, and involvement in the educational process?

How do student values as expressed in life-styles affect their learning styles and in turn determine the most effective teaching methods?

How can learning materials be designed to improve social survival?

What are the causes and preventions of "burnout" with ABE staff members (including tutors)?

What role, mission, and organization can colleges and universities play in providing ABE services?

What should the process be for selecting, training, evaluating and credentialling ABE teachers?

What role can continuing education play to maintain the professional competence of ABE staff?

How should ABE learner needs be identified and selected for program planning?

How can knowledge from other fields be translated, disseminated and applied to lifelong learning or adult education?

How can ABE learning centers be maintained through multiple funding?

How do various funding sources influence ABE?

How can available funds be redirected for ABE?

How should the ABE organization be structured in order to be effective?

How should the ABE program be administered in order to be effective?

What information should be provided through ABE support services such as brokering, counseling, and information exchange including adults' inarticulated needs for information?

What is the feasibility of higher education institutions becoming credentialling agents rather than providers of inservice learning opportunities?

What are the learning patterns of individuals with less than eight years of education?

What are the appropriate teaching methods for individuals with less than eight years of formal schooling?

What topics or areas of studies are of interest to ABE students?

What relevance do adult student support services have for a wide range of nontraditional adult learners?

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Patrick R. Penland, Ph.D.
E. Needed ABE Research

How can adults be taught to become adept at using various learning styles?

Why are home tutoring, volunteer and correspondence study viable ways for adults to learn?

How can volunteers become an integral part of local ABE program efforts?

What training and support techniques and services are needed for volunteer tutors?

How should individualized correspondence study courses be designed for APL Level III adults?

How can an individualized correspondence course become an integral part of the program?

What type of program resources do adult students need at lower levels?

How can ABE teachers receive credit for what they are doing and learning on the job?

How can a needs assessment survey affect drop-out and retention?

Have the "alumnae" of ABE learning centers and other adult educational agencies been led toward self-actualization and self-directed learning?

How can the self-directed learner be helped to find a way through institutional resources without suffering a loss of control over the development of individual projects?

How can community education accommodate the self-directed learner so that the individual can advance outwardly towards an expansive self and a widening interpersonal network?

What factors contribute to the dropout or retention of adult students?

How are local evaluations analyzed and interpreted for changes in planning and program implementation?

How can practitioners best be involved in identifying research needed in ABE?

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Patrick R. Penland, Ph.D.
E. Needed ABE Research

How can research best be reported in ways that are comprehensible to practitioners?

How can ABE practitioners be encouraged to conduct research?

What are the inservice needs of ABE practitioners in relation to research?

Copies of Professor Penland's complete paper entitled "Needed ABE Research" may be obtained from AdvancE, Stayer and Research Learning Center, Millersville State College, Millersville, Pennsylvania 17551. (717) 872-3481.

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XI. NEW TRENDS IN ADULT EDUCATION

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F. Trends in ABE Staff Development

Adult Basic Education (ABE) became a national concern with the passage of the Economic Opportunity Act of 1964, Title IIB. The act provided local states with federal funding to establish classes addressing the problems of the undereducated adult. Problems included the needs of teachers who already staffed classes, the scarcity of teachers, and the lack of teachers trained to deal with the undereducated adult learner.

The problem of staff needs was dealt with through summer institutes funded from 1966-71. This solution had some value but fell short of filling needs. It drew criticism from state directors because the results were not available soon enough in terms of training the numbers of individuals in need of staff development.

In 1969, the United States Office of Education approved and funded a three year demonstration project for regional staff development. In 1971 this caused a shift in policy from summer institutes to regionalization. This created a high priority on a regional level with support of 309 funds (now 310) to address short and long term ABE staff development needs.

The literature indicates that most innovations require from three to five years to become effective. The regionalization concept was following this time line, but its life blood was cut off before achieving its goals, expectations and standards. There were basic uncomfortableness and degrees of dissatisfaction with regionalization. The dissatisfaction was explained in light of the lack of understanding of the concept of regionalization in respect to interorganizational decision making. Synergism was essential but not fully perceived by the decision makers in the regions.

The following recommendations were made for changes of regional staff development:

1. It was recommended that the regions be changed from geographic areas to the needs of the target population.

2. It was recommended that an objective, systematic, empirically based system of staff competencies be developed through an annual needs assessment.

3. It was recommended that the regional organization be designed to meet the many faceted staff development problems. Some of the problems mentioned were: a) a need for a consortia to fill the three critical roles of staff development (resources, mediation and user systems), b) willingness to forsake the "band-aid" approach to staff

development and to establish long-term functional organizations; c) a need to establish a teacher corp whose major interest and qualifications dealt with adult learners. Teacher turnover rate was so high that many resources were wasted and focused only on entry level competencies.

4. It was recommended that the regional organization be designed to meet the multiple facets of staff development rather than to compromise in order to have a smooth running operation.

In order to build a base of ABE competencies, several important studies have been conducted. Donald W. Mocker, at the Center for Resource Development in Adult Education, University of Missouri, developed a list of competencies in 1974, responding to that need. In 1975, Lorraine M. Zinn, an adult educator who worked with Donald Mocker, conducted her own competency inventory in Idaho.

Even though competency-based adult education has been widely accepted by adult educators, the role of competency based methods in the training of adult educators has been extremely limited. Most pre-service, in-service, and certification programs use conventional or traditional methods and courses.

In 1976, a consortium of Florida adult educators and practitioners directed by Arthur Burrichter and Thomas W. Mann conducted a project and developed competencies for adult educators. The purpose of the Florida study was to accomplish preliminary research necessary for the development of competency or performance-based adult educator training programs.

Lists of competencies can aid in the development of curriculum. It is evident that teacher competencies can be used for staff development services, certification programs, and ABE research. The part-time nature of both staff and programs in ABE has been a barrier to effective, continuous staff development. There is great disparity among staff development programs in adult basic education training and experience and in philosophies and orientation. Lack of credentialing and specific training for adult learning situations magnify the disparities among staff. The Health, Education and Welfare Region II staff development project reported that the most successful ABE and GED teachers are those with special training and who are employed full-time. The lack of certification is a barrier to national requirements for ABE personnel.

Since 1974, there was a shift from regionalization to dissemination. This was to insure that disseminators and trainers kept up to date with current thinking and literature and to insure that teachers and coordinators received the most recent materials and information related to their needs. The responsibility of staff development was transferred to the states with the duty to disseminate the 309 (now 310) staff development products and information.

The Statewide networks had the following common characteristics--

1. A state director who assumed the leadership role of staff development and dissemination programs in each state.

2. Adult Education courses and programs established in at least two higher education institutions in the state, one predominately black when possible.

3. Selected administrators and teachers from local ABE programs were active in helping plan staff development activities.

4. Each state department had someone assigned as a staff development specialist.

5. The state department representative was actively involved in staff development and dissemination.

6. At least two training opportunities were offered to local program personnel each year.

7. University faculty offered credit courses within driving distance of each ABE teacher and offered consultant services to local programs and state departments.

Copies of Mary Klinedinst's Review of Literature in her 1982 dissertation entitled Developing A Competency-Based Teacher Certification Program for ABE Teachers, may be obtained from AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, Pennsylvania, 17551. (717) 872-3481.

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SUPPLEMENTS TO THE PENNSYLVANIA ABE HANDBOOK
FINAL REPORT
July 1, 1981 - June 30, 1982

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ABSTRACT

The Pennsylvania ABE Handbook was prepared for practitioners in the field of adult basic education. The original handbook was initiated in 1977 and completed in the summer of 1980. Five new supplemental articles were developed from July 1, 1981 through June 30, 1982. The handbook was updated with the following articles: 1) Trends in ABE Staff Development, 2) Needed ABE Research, 3) Using Right Brain/Left Brain Research in Adult Basic Education, 4) Community Colleges, and 5) AdvancE. The articles were edited and disseminated by the project director at the Pennsylvania 310 Utilization Workshop at Millersville State College on June 9 and 10, 1982.

Copies of the supplemental articles for the Pennsylvania ABE Handbook are available from Project AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, Pennsylvania 17551. (717) 872-3481.

SUPPLEMENTS TO THE PENNSYLVANIA ABE HANDBOOK

INTRODUCTION

The Pennsylvania ABE Handbook was initiated in 1977 and completed the summer of 1980. The handbook is comprised of a collection of articles written by over fifty Pennsylvania practitioners in the field of adult basic education (ABE). The articles have all been written strictly on a volunteer basis. So that the handbook can serve as a human resource directory of ABE educators in Pennsylvania, it includes the name, address and telephone number of each author or contact person at the beginning of each article. The handbook may also serve as a resource book for staff development, ABE research, and local inservice programs.

The handbook provides general information about ABE, adult education services and linkages, and information on how to inititate, plan and implement ABE programs. Most of the ABE programs described in the handbook are funded by the Division of Adult and Continuing Education and Training Programs at the Pennsylvania Department of Education. The programs are provided under the Adult Education Act of 1978, Title VIII, P.L. 95-561. The federal funding allotment to Pennsylvania is approximately 4.8 million dollars. The federal funds are the only source of funds available to directly serve ABE programs at this time. This single source can only provide for one percent of the target population as identified by the Pennsylvania statewide needs assessment of 1979.

The handbook is organized by chapters and numbered so that sections can be added, modified or replaced in the future. Results from the Publication Reaction Forms indicated that the handbook should be updated with the following articles: 1) Trends in ABE Staff Development, 2) Needed ABE Research, 3) Using Right Brain/Left Brain Research in Adult Basic Education, 4) Community Colleges, and 5) AdvancE. All of the articles were edited and disseminated by the project director at the Pennsylvania 310 Utilization Workshop at Millersville State College on June 9 and 10, 1982. (See Attachment A for copy of Table of Contents.)

OBJECTIVES

The objectives of this project were:

1. To request that five articles be written for the handbook.

2. To edit the five submitted articles for the handbook.

3. To disseminate the articles.

METHODOLOGY

In October, 1981 the project director requested that the authors

(See Attachment B) write articles. All of the articles were received for editing by December 1981. The articles were completed and ready for distribution by June 1, 1982. Final copies of the articles were sent to the PDE by way of this report. The five articles are summarized as the following:

Trends in ABE Staff Development. This article is a condensed and edited version of Mary Reid Klinedinst's Review of Literature from her dissertation entitled Developing a Competency-Based Teacher Certification Program for ABE Teachers. (See Attachment C.)

Using Right Brain/Left Brain Research in Adult Basic Education. Minimal editing was needed for Dr. Lawrence M. Knolle's article. Dr. Knolle cited an excellent paperback entitled, Left Brain, Right Brain by Sally Springer. (See Attachment D.)

Needed ABE Research. This article is a condensed and edited version of Dr. Patrick R. Penland's eighteen page paper entitled Needed ABE Research. It includes several pages of possible ABE research questions. (See Attachment E.)

AdvancE. This article was a replacement because many adult educators have requested a listing of the Project AdvancE holdings. The new article includes a list of the AdvancE Shelf Collection. The article was revised by Dr. Eric Whitmore. (See Attachment F.)

Community Colleges. In order to prepare this article Dr. Gust Zogas conducted a survey of the fourteen Pennsylvania community colleges and compiled the statistics and data. Minimal editing was needed for this article. (See Attachment G.)

EVALUATION

A Publication Reaction Form will be distributed with the supplemental articles to obtain direction for further revisions, deletions or additions to the handbook. A copy of the form is appended as Attachment H.

DISSEMINATION

A total of 1000 copies were duplicated for dissemination to adult basic education teachers, administrators, and counselors in Pennsylvania. Supplements will be sent to state directors of adult education.

The project director/editor presented the supplemental articles at the Pennsylvania 310 Utilization Workshop at Millersville State College on June 9 and 10, 1982. The workshop schedule is attached as Attachment I.

The director of the Educational Resources Information Center (ERIC) has invited the project director to submit the Pennsylvania ABE Handbook to the National Center for Research in Vocational Education. The ERIC system provides ready access to educational literature that is not widely available through other channels. All of the materials selected for the

ERIC data base are announced in Resources in Education, which reaches thousands of educators monthly and provides a description of the documents from the ERIC Doucment Reproduction Service and other sources.

CONCLUSIONS/RECOMMENDATIONS

It is recommended that sections of the Pennsylvania ABE Handbook be revised after the dissemination of the new adult education state plan. Results of the Publication Reaction Form should be analyzed for new topics to be included in the handbook. The handbook should include the most up-to-date information possible for ABE practitioners.

Copies of the supplements for the Pennsylvania ABE Handbook are available from Project AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, Pennsylvania 17551. (717) 872-3481.

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PENNSYLVANIA ABE HANDBOOK
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XI. NEW TRENDS IN ADULT EDUCATION

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F. Trends in ABE Staff Development

Adult Basic Education (ABE) became a national concern with the passage of the Economic Opportunity Act of 1964, Title IIB. The act provided local states with federal funding to establish classes addressing the problems of the undereducated adult. Problems included the needs of teachers who already staffed classes, the scarcity of teachers, and the lack of teachers trained to deal with the undereducated adult learner.

The problem of staff needs was dealt with through summer institutes funded from 1966-71. This solution had some value but fell short of filling needs. It drew criticism from state directors because the results were not available soon enough in terms of training the numbers of individuals in need of staff development.

In 1969, the United States Office of Education approved and funded a three year demonstration project for regional staff development. In 1971 this caused a shift in policy from summer institutes to regionalization. This created a high priority on a regional level with support of 309 funds (now 310) to address short and long term ABE staff development needs.

The literature indicates that most innovations require from three to five years to become effective. The regionalization concept was following this time line, but its life blood was cut off before achieving its goals, expectations and standards. There were basic uncomfortableness and degrees of dissatisfaction with regionalization. The dissatisfaction was explained in light of the lack of understanding of the concept of regionalization in respect to interorganizational decision making. Synergism was essential but not fully perceived by the decision makers in the regions.

The following recommendations were made for changes of regional staff development:

1. It was recommended that the regions be changed from geographic areas to the needs of the target population.

2. It was recommended that an objective, systematic, empirically based system of staff competencies be developed through an annual needs assessment.

3. It was recommended that the regional organization be designed to meet the many faceted staff development problems. Some of the problems mentioned were: a) a need for a consortia to fill the three critical roles of staff development (resources, mediation and user systems), b) willingness to forsake the "band-aid" approach to staff

development and to establish long-term functional organizations; c) a need to establish a teacher corp whose major interest and qualifications dealt with adult learners. Teacher turnover rate was so high that many resources were wasted and focused only on entry level competencies.

4. It was recommended that the regional organization be designed to meet the multiple facets of staff development rather than to compromise in order to have a smooth running operation.

In order to build a base of ABE competencies, several important studies have been conducted. Donald W. Mocker, at the Center for Resource Development in Adult Education, University of Missouri, developed a list of competencies in 1974, responding to that need. In 1975, Lorraine M. Zinn, an adult educator who worked with Donald Mocker, conducted her own competency inventory in Idaho.

Even though competency-based adult education has been widely accepted by adult educators, the role of competency based methods in the training of adult educators has been extremely limited. Most pre-service, in-service, and certification programs use conventional or traditional methods and courses.

In 1976, a consortium of Florida adult educators and practitioners directed by Arthur Burrichter and Thomas W. Mann conducted a project and developed competencies for adult educators. The purpose of the Florida study was to accomplish preliminary research necessary for the development of competency or performance-based adult educator training programs.

Lists of competencies can aid in the development of curriculum. It is evident that teacher competencies can be used for staff development services, certification programs, and ABE research. The part-time nature of both staff and programs in ABE has been a barrier to effective, continuous staff development. There is great disparity among staff development programs in adult basic education training and experience and in philosophies and orientation. Lack of credentialing and specific training for adult learning situations magnify the disparities among staff. The Health, Education and Welfare Region II staff development project reported that the most successful ABE and GED teachers are those with special training and who are employed full-time. The lack of certification is a barrier to national requirements for ABE personnel.

Since 1974, there was a shift from regionalization to dissemination. This was to insure that disseminators and trainers kept up to date with current thinking and literature and to insure that teachers and coordinators received the most recent materials and information related to their needs. The responsibility of staff development was transferred to the states with the duty to disseminate the 309 (now 310) staff development products and information.

XI. NEW TRENDS IN ADULT EDUCATION
Mary Reid Klinedinst
F. Trends in ABE Staff Development

The Statewide networks had the following common characteristics--

1. A state director who assumed the leadership role of staff development and dissemination programs in each state.

2. Adult Education courses and programs established in at least two higher education institutions in the state, one predominately black when possible.

3. Selected administrators and teachers from local ABE programs were active in helping plan staff development activities.

4. Each state department had someone assigned as a staff development specialist.

5. The state department representative was actively involved in staff development and dissemination.

6. At least two training opportunities were offered to local program personnel each year.

7. University faculty offered credit courses within driving distance of each ABE teacher and offered consultant services to local programs and state departments.

Copies of Mary Klinedinst's Review of Literature in her 1982 dissertation entitled Developing A Competency-Based Teacher Certification Program for ABE Teachers, may be obtained from AdvancE, Stayer Research and Learning Center, Millersville State College, Millersville, Pennsylvania, 17551. (717) 872-3481.

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F. Using Right Brain/Left Brain Research in Adult Basic Education

Dr. Roger Sperry, a neuropsychologist at the California Institute of Technology, was awarded the 1981 Nobel Prize in Medicine for, in the words of the Nobel committee, "providing us with insight into the inner world of the brain, hitherto almost completely hidden from us. . . each side of the brain has its own world of perceptual experience, emotions, thoughts and memory." The exciting series of research studies that led to Dr. Sperry's award is very well described in an excellent paperback entitled, LEFT BRAIN, RIGHT BRAIN by Sally Springer and George Deutsch (W.H. Freeman, San Francisco, 1981). These two educators from SUNY - Stony Brook, have not overused medical terminology so teachers can follow the exciting drama of discovery. and what has been discovered? Our knowledge of the brain has doubled in the past five years. Researchers like Dr. Sperry have found that the left hemisphere of the cerebrum functions in a linear, sequential, analytic manner. (It sounds very much like school, doesn't it?)

The right hemisphere functions in a holistic, intuitive, visio-spatial, non-verbal manner. No normal human brain functions exclusively on only one side. We all use both sides in probably unique ways. The vista that this research opens up is physiological justification for the "whole person" approach. Most educators in ABE have found that a varied approach helps most adult learners. Experimentation coupled with observation and feedback from the learner are essential in working with adults. Perceptual modality strength can be identified and used as the primary instructional channel. Does the adult learn just from seeing, hearing, touching or "acting out" the content? The "most natural" or modality, strength should be used first and reinforcement can be done through a secondary or less dominant channel. In each case, the brain processes the stimulus in an ideosyncratic manner. The ABE instructor needs to be aware of the concept of modality strength and hemisphericity as they can give guidance in working with an adult learner. The method of presentation can also be varied to accommodate what brain behavior research has revealed. A sequential step-by-step verbal approach would be best for left hemisphere processing while a "holistic," pictorial, non-verbal approach would be best for right hemisphere processing.

In summary, great strides have been made in recent knowledge about how the brain processes stimuli. It varies a great deal from one individual to another. The ABE instructor needs to be aware of the brain behavior research findings and help translate these into teaching methodologies used with each adult learner.

XI. NEW TRENDS IN ADULT EDUCATION

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E. Needed ABE Research

In considering the needs for research in adult basic education (ABE), it may be useful to identify the most prevalent research needs of all -- how to get research ideas and how to get started doing research. This is not simply a problem of finding the time, the resources and the energy to do so. It is one of conceptualization of thinking in research terms while involved with the on-going concerns of the agency's operation. The handbook of which this article is a part could serve in itself as a valuable source book for practitioners who might wish to translate the activities of everyday programming, teaching and administration into researchable questions.

One of the most universal comments made by practitioners in regard to research is that the reported results show little relevance to actual conditions in the field. This comment implies that more practitioners should take an active role in identifying research needs and perhaps becoming involved in research studies. The usefulness of ABE research lies in its potential to provide solutions to programmatic and instructional problems. Today, data can be easily tabulated with the use of a computer and statistical and report generating packages. For example, the Statistical Package for Social Sciences (SPSS) is readily available.

A systems approach to research, planning, and development can provide a functional framework for empirical investigations in ABE. A systems approach would provide the continuous development of needs assessment, analysis and interpretation. Priorities can be established through planning in which attention is given to all of these components.

Probably the most fundamental need for research in ABE grows out of the fact that little is known about the intellectual and social growth of new adult literates. Once people are taught literacy, it is assumed that they will continue advancing in the direction of competency and flexibility without much, if any, attention given to follow-up by agencies throughout their life span. In addition, surprisingly little information is known about the adult illiterate. For example, it was estimated in 1975 that approximately 4% of the nation's 15 million adults with less than 8 years of schooling participated in ABE programs. (U.S. Comptroller General, 1975) Obviously, the current approaches to literacy training are not attracting all of the target population of illiterate adults. Apparently the limited objectives and specific tasks of literacy education are all too typical of the school systems

from which the illiterates dropped out. Priority should be given to needs assessments for all of the adults in the target groups to be reached. It is not enough to derive the needs of these adults from the collective opinion of the teachers alone who serve but 4% of all those who are presumed to need literacy training.

All too often, the illiterate is defined as a person who cannot read, write or compute at levels standardized and graded within school systems. With such a definition, it is not surprising then that research has largely been limited to the 3Rs. Why should one suppose that ABE should be limited to the traditional 3Rs? Perhaps the attrition and dropout rates can be attributed to an impoverished approach to functional literacy. Obviously many existing ABE programs are not based on needs assessment, or the programs would long ago have become environments created for the fuller development of the human potential. More specifically, why does the ABE approach remain at the programmtic level? Or can it be developed into and expressed through a broad-based curriculum aimed toward academics, social competency and cultural wisdom.

The processes of needs assessment begin with the observation of human behavior within the community. The data of these observations may be obtained by administering questionnaires, conducting interviews and reviewing of completed studies. The analysis of these data could lead to conclusions about life-style values and needed resources. Community study and needs assessment should be conducted hand in hand -- each one is dependent on the other. As results of studies become known, the ABE mission could be expanded to include lifelong and lifewide education for all citizens. ABE programs can incorporate social survival skills related to public services, rights and privileges. Attention can be given to such survival skills as employment, urban planning and housing, health and nutrition, consumerism and personal relationships. Learning can be enriched by involvement in the appreciation of cultural heritage through music, dance, philosophy and fine arts in general. But the most urgent priorities for the near-literate adult are to become meaningfully employed, to develop proficiency in social survival skills and to gain the self-esteem so necessary for successful living. Therefore, a survey of community needs should explore interests and problems related to available jobs as well as numerous aspirations, general interests and pluristic life-styles for mainstreaming adults.

There is probably no better way of learning how to do research than to become personally involved in an ongoing investigation. If this is not possible, there is considerable assistance in translating research into practice from many supervisors within the institution or agency in which the ABE learning center is a part. In addition, consultants from colleges, or universities or other interested agencies are also available to help translate research into practice. These same consultants can be called upon to help conduct research projects. In order to increase information about ABE students

and to make ABE programs more effective, the following research questions are suggested for consideration --

How does ABE help to reduce welfare costs?

How does ABE contribute to the skilled labor force?

How does ABE provide an immediate economic return?

How do literate parents foster positive attitudes in their children toward learning and work?

How effective is self-directed learning for adults?

How are self-directed learning resources acquired or developed?

How can needs assessment be used for program planning in order to stay abreast of changing needs?

What are the effects of memory, learning detriments, and non-cognitive factors associated with learning on older people?

How do human service practitioners receive their training?

What new methods could help the students to excel in learning on their own initiative and direction?

How can each student be guided to assess individual needs and goals for realistic attainment?

How can the student and teacher be involved to participate in a "contract" in which both student and teacher have a commitment to, and involvement in the educational process?

How do student values as expressed in life-styles affect their learning styles and in turn determine the most effective teaching methods?

How can learning materials be designed to improve social survival?

What are the causes and preventions of "burnout" with ABE staff members (including tutors)?

What role, mission, and organization can colleges and universities play in providing ABE services?

What should the process be for selecting, training, evaluating and credentialling ABE teachers?

What role can continuing education play to maintain the professional competence of ABE staff?

How should ABE learner needs be identified and selected for program planning?

How can knowledge from other fields be translated, disseminated and applied to lifelong learning or adult education?

How can ABE learning centers be maintained through multiple funding?

How do various funding sources influence ABE?

How can available funds be redirected for ABE?

How should the ABE organization be structured in order to be effective?

How should the ABE program be administered in order to be effective?

What information should be provided through ABE support services such as brokering, counseling, and information exchange including adults' inarticulated needs for information?

What is the feasibility of higher education institutions becoming credentialling agents rather than providers of inservice learning opportunities?

What are the learning patterns of individuals with less than eight years of education?

What are the appropriate teaching methods for individuals with less than eight years of formal schooling?

What topics or areas of studies are of interest to ABE students?

What relevance do adult student support services have for a wide range of nontraditional adult learners?

How can adults be taught to become adept at using various learning styles?

Why are home tutoring, volunteer and correspondence study viable ways for adults to learn?

How can volunteers become an integral part of local ABE program efforts?

What training and support techniques and services are needed for volunteer tutors?

How should individualized correspondence study courses be designed for APL Level III adults?

How can an individualized correspondence course become an integral part of the program?

What type of program resources do adult students need at lower levels?

How can ABE teachers receive credit for what they are doing and learning on the job?

How can a needs assessment survey affect drop-out and retention?

Have the "alumnae" of ABE learning centers and other adult educational agencies been led toward self-actualization and self-directed learning?

How can the self-directed learner be helped to find a way through institutional resources without suffering a loss of control over the development of individual projects?

How can community education accommodate the self-directed learner so that the individual can advance outwardly towards an expansive self and a widening interpersonal network?

What factors contribute to the dropout or retention of adult students?

How are local evaluations analyzed and interpreted for changes in planning and program implementation?

How can practitioners best be involved in identifying research needed in ABE?

E. Needed ABE Research

How can research best be reported in ways that are comprehensible to practitioners?

How can ABE practitioners be encouraged to conduct research?

What are the inservice needs of ABE practitioners in relation to research?

Copies of Professor Penland's complete paper entitled "Needed ABE Research" may be obtained from AdvancE, Stayer and Research Learning Center, Millersville State College, Millersville, Pennsylvania 17551. (717) 872-3481.

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IX. ADULT EDUCATION SERVICES

Author: Eric E. Whitmore, Program Manager
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A. AdvancE

AdvancE is Pennsylvania's Adult Education Resource Clearinghouse. Among the clearinghouse's responsibilities are: storage and distribution of 310 Special Project reports and products; collection and dissemination of information and resources on instruction, curriculum development, legislation, program and personnel development for ABE/GED/ESL programs; and promoting utilization of learning resources designed for adults.

There are three methods of access to AdvancE: written, phone or personal visit. Requests are best handled via phone or personal contact. The center is open 8:00 a.m. to 4:30 p.m., Monday through Friday, 52 weeks a year.

AdvancE is cognizant of the dilemmas facing adult education practitioners and has a wealth of information available. The ERIC system is available at AdvancE with approximately 300,000 documents on all areas of education. ERIC system microfiche copies are available by request at no charge. Additionally, AdvancE has an in-house collection including up-to-date research, surveys, books, model programs, curricula, course outlines, 310 project products and reports, and a few individual lessons already planned, developed and prepared.

Adult Basic Education programs have personnel changes yearly. New staff members may not know about the services available. Tell the new ABE staff about AdvancE. Help each other and your program by using AdvancE. Resources designed for adult learners are the foundation for adult learning.

IX. ADULT EDUCATION SERVICES
Eric E. Whitmore, Program Manager
A. AdvancE

ADVANCE SHELF COLLECTION

AE

1000	PROFESSIONAL DEVELOPMENT
1025	Administration
1050	Teacher Education
1075	Reports - Conference, Project, Workshop
1100	Program/Curriculum Development
2000	MATERIALS
2025	APL
2050	Performance-Based Education (Competency-Based)
2075	Daily Living Skills
2100	Family Programs
2125	GED
2150	Consumer Education
2175	Career Education
2200	Vocational Education
2225	Community Education
2250	Continuing Education (Lifelong Learning, Higher Education)
2275	Aging
2300	Correctional Education
2325	English
2350	ESL
2375	Language Arts
2400	Reading
2425	Math
2450	Science
2475	Social Studies
2500	Testing
2525	Special Education
1550	Individualized Instruction
2575	Counseling
2600	Library Programs
2625	Evaluation
1650	Bibliographies
3000	SPECIAL PROJECTS (309/310)
3025	Special Projects (309/310)
4000	REFERENCE
4025	Pennsylvania
4050	State Programs (Other States)
4075	Legislation
4100	Recruitment, Participation, Dissemination, Statistics, Public Relations
4125	Grants & Proposals
4150	General Reference
4200	Computers

IV. TYPES OF BASIC AND SECONDARY ABE PROG.

Author: Gust Zogas, Ed. D.
Dean of Student and
Community Services
Reading Area Community College
Box 1706
Reading, Pennsylvania 19603
(215) 372-4721

K. Community Colleges

Pennsylvania has fourteen community colleges scattered throughout the Commonwealth. All community colleges are interested in providing adult and continuing education non-credit offerings to their constituencies. Almost all offer some kind of community services to the population which they serve. Most of these programs are conducted both on the college campus and in various sites throughout the college service area. Programmatically, either Adult Basic Education classes or General Educational Development classes are offered in nine community colleges. Some of these programs are funded through the Pennsylvania Department of Education and/or other funding sources. In other colleges, fees are charged for these course offerings.

A listing follows of those colleges offering either/or ABE classes/ GED classes and whether or not the colleges are charging a fee. Also listed is the person associated with the college who would ordinarily be in charge of these activities.

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Gust Zogas, Ed. D.
K. Community Colleges

Community College	ABE Classes	GED Classes	Fees	Contact Person
Community College of Allegheny County	Yes	Yes	No	Dr. Daniel Przybylek Allegheny Campus 808 Ridge Avenue Pittsburgh, PA 15212 412 - 237-2618
Community College of Beaver County	Yes	Yes	No	Kim Tonio Community College of Beaver County College Drive Monaca, PA 15061 412 - 774-8561
Bucks County Community College	No	Yes	No	S. Lee Varker Bucks County Community College Swamp Road Newtown, PA 18940 215 - 968-8000
Butler County Community College	No	No	-	George L. Bernlohr Butler County Community College College Drive, Oak Hills Butler, PA 16001 412 - 287-8711

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Gust Zogas, Ed. D.
K. Community Colleges

Community College	ABE Classes	GED Classes	Fees	Contact Person
Delaware County Community College	No	Yes	Yes	Walter R. Omlor Delaware County Community College Route 252 & Media Line Rd. Media, PA 19063 215 - 353-6575
Harrisburg Area Community College	No	No	-	Michael B. Klunk Harrisburg Area Community College 3300 Cameron Street Road Harrisburg, PA 17110 717 - 236-9533
Lehigh County Community College	No	No	-	Barry Palmer Lehigh County Community College 2370 Main Street Schnecksville, PA 18078 215 - 799-1147
Luzerne County Community College	No	Yes	Yes	Patrick Santacroce Exec. Dir. Dev. Studies & Special Programs Programmed Study Center Luzerne County C.C. Prospect St. & Middle Rd. Nanticoke, PA 18634 717 - 735-8300

IV. TYPES OF BASIC AND SECONDARY ABE PROGRAMS
Gust Zogas, Ed. D.
K. Community Colleges

Community College	ABE Classes	GED Classes	Fees	Contact Person
Montgomery County Community College	No	No	No	Dr. Gary Rizzo (as of 7/1/82) Montgomery County Community College 340 DeKalb Pike Blue Bell, PA 19422 215 - 641-6575
Northampton County Area Community College	No	Yes	Yes	Janice Keim Northampton County Area Community College 3835 Green Pond Road Bethlehem, PA 18017 215 - 865-5351
Community College of Philadelphia	Yes	Yes	Yes	John O. Jackson Community College of Philadelphia 34 S. 11th Street Philadelphia, PA 19107 215 - 972-7205
Reading Area Community College	Yes	Yes	No	Pieter V. Miller Reading Area Community College P. O. Box 1706 Reading, PA 19603 215 - 372-4721

Community College	ABE Classes	GED Classes	Fees	Contact Person
Westmoreland County Community College	No	Yes	Yes	Paul J. Lonigro Westmoreland County Community College College Station Youngwood, PA 15697 412 - 925-4000
Williamsport Area Community College	No	No	-	Center for Lifelong Education Williamsport Area Community College 1005 West Third Street Williamsport, PA 17701 717 - 326-3761

ATTACHMENT H

PENNSYLVANIA ABE HANDBOOK

PUBLICATION REACTION FORM

Please help to make this publication more useful by answering the following questions.

1. How did you first find out about this Handbook? (check one)

Conference	(1) ____	_____ (name)	[1]
Workshop	(2) ____	_____ (name)	
Newspaper	(3) ____	_____ (name)	
PAACE Newsletter	(4) ____		
Directions	(5) ____		
Notes	(6) ____		
Word of Mouth	(7) ____		
Other:	(8) _____		
	_____		

2. How do you plan to use the Handbook in the future? (check as many as apply)

Scan	____	[2]
Read/Study	____	[3]
Share with others	____	[4]
File for use as reference	____	[5]
Adapt for another purpose	____	[6]
Implement as a program or course	____	[7]

If either or both of the last two items were checked, briefly describe: _____

_____

_____

_____

3. How does this publication rate in terms of:

	Poor	Fair	Average	Good	Excellent	
Relevance to your needs	1	2	3	4	5	[8]
Readability	1	2	3	4	5	[9]
Timeliness/Up to Date	1	2	3	4	5	[10]
Coverage of Subject Matter	1	2	3	4	5	[11]
Overall Quality	1	2	3	4	5	[12]

(over)

4. What potential does this publication have to:

	None	A Little	Some	A lot	A Great Deal	Can't Say	
Contribute to your knowledge or skills	1	2	3	4	5	7	13
Help you in your work?	1	2	3	4	5	7	14

5. What is the major strength of the publication?

6. What can be done in the future to improve the usefulness of the handbook?

7. In what organization do you work?

8. What is your position or role there?

Thank you for your help. Return this form to:

Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
Indiana, Pennsylvania 15705

ATTACHMENT I

PENNSYLVANIA 310 UTILIZATION WORKSHOP SCHEDULE

MILLERSVILLE STATE COLLEGE

JUNE 9-11, 1982

Wednesday - June 9, 1982

10:00 a.m. - 1:00 p.m. Registration - AdvancE Headquarters

1:15 p.m. - 1:30 p.m. Welcome

2:00 p.m. - 3:00 p.m. Concurrent Sessions

* 1 - Supplements to Pennsylvania ABE Handbook
  Presenter: Judy Cope - Indiana University of PA
  Room 171

* 2 - Using Adult Student Magazine with Adult Students
  Presenters: Tana Reiff - Editor, Adult Student Magazine
  Bridgit Martin - Center for Literacy, Phila.
  Media Center

* 3 - Developing/Adapting ABE Curriculum
  Presenter: Sherry Royce - Lancaster-Lebanon Intermediate Unit 13
  Room 170

3:15 p.m. - 4:15 p.m. Concurrent Sessions

* 4 - Newspapers in the Classroom
  Presenter: Nancy Bowers - Muncy State Correctional Institution
  Media Center

* 5 - Basic Reading Made Easy
  Presenter: Pat Latsha - Lancaster-Lebanon Intermediate Unit 13
  Room 43

* 6 - Community Linkages
  Presenter: Judy Taylor - Reading Area Community College
  Room 171

* 7 - Developing/Adapting ABE Curriculum
  Presenter: Sherry Royce - Lancaster-Lebanon Intermediate Unit 13
  Room 170

5:00 p.m. - 6:00 p.m. Dinner - Gordinier Dining Hall (Lehr Room)

6:45 p.m. - 9:00 p.m. AdvancE Materials - Browsing and/or Borrowing
AdvancE Headquarters
Media Center

* Session held two different times

Thursday - June 10, 1982

7:30 a.m. - 8:30 a.m. Breakfast - Gordinier Dining Hall (Lehr Room)

8:00 a.m. - 8:30 a.m. AdvancE Open for Browsing - AdvancE Headquarters

8:30 a.m. - 9:45 a.m. Concurrent Sessions

* 8 - Supplements to Pennsylvania ABE Handbook
Presenter: Judy Cope - Indiana University of PA
Room 170

* 9 - The Use of Computer Technology in Developing Employability Skills for ABE Students
Presenter: Dave Dunlap - University of Pittsburgh - Johnstown
Room 43

10 - ABE/GED Rural Delivery Utilizing Existing Community Resources
Presenter: Edie Gordon - Central Intermediate Unit 10
Media Center

* 11 - Newspapers in the Classroom
Presenter: Nancy Bowers - Muncy State Correctional Institution
Room 171

10:15 a.m. - 11:30 a.m. Concurrent Sessions

* 12 - Individualizing Instruction
Presenter: Bob Nicely - Pennsylvania State University
Room 170

* 13 - Applications of Microcomputer Technology in Monitoring Client Progress
Presenter: Michael Wallings - Elwyn Institute
Room 43

* 14 - Awareness, Recruitment and Linkages with Business and Agencies
Presenter: Susan Allan - ARIN Intermediate Unit 28
Room 171

* 15 - ESL Made Easy
Presenter: Doris Zook - Lancaster-Lebanon Intermediate Unit 13
Media Center

12:00 Noon - 1:15 p.m. Luncheon - Media Center

* Session held two different times

1:15 p.m. - 2:30 p.m. Concurrent Sessions

* 16 - The Use of Computer Technology in Developing Employability Skills for ABE Students
Presenter: Dave Dunlap - University of Pittsburgh - Johnstown
Room 43

* 17 - Individualizing Instruction
Presenter: Bob Nicely - Pennsylvania State University
Room 170

* 18 - Self-Instructional Materials in Mathematics and ESL for Use with Rural Adults
Presenter: Ernest Peters - West Chester State College
Room 171

* 19 - Community Linkages
Presenter: Judy Taylor - Reading Area Community College
Media Center

3:00 p.m. - 4:15 p.m. Concurrent Sessions

* 20 - Applications of Microcomputer Technology in Monitoring Client Progress
Presenter: Michael Wallings - Elwyn Institute
Room 43

* 21 - Self-Instructional Materials in Mathematics and ESL for Use with Rural Adults
Presenter: Ernest Peters - West Chester State College
Room 171

* 22 - Basic Reading Made Easy
Presenter: Pat Latsha - Lancaster-Lebanon Intermediate Unit 13
Media Center

* 23 - Using Adult Student Magazine with Adult Students
Presenters: Tana Reiff, Editor - Adult Student Magazine
Bridgit Martin - Center for Literacy, Phila.
Room 170

5:00 p.m. - 6:00 p.m. Dinner - Gordinier Dining Hall (Lehr Room)

6:45 p.m. - 9:00 p.m. AdvancE Materials - Browsing and/or Borrowing
AdvancE Headquarters
Media Center

* Session held two different times

Friday - June 11, 1982

7:30 a.m. - 8:15 a.m. Breakfast - Gordinier Dining Hall (Lehr Room)

8:00 a.m. - 8:30 a.m. AdvancE Open for Browsing - AdvancE Headquarters

8:30 a.m. - 9:45 a.m. Concurrent Sessions

24 - Stress Management
Presenter: Bob Gill - Reading Area Community College
Media Center

* 25 - ESL Made Easy
Presenter: Don Carl - Lancaster-Lebanon Intermediate Unit 13
Room 170

* 26 - Awareness, Recruitment and Linkages with Business and Agencies
Presenter: Susan Allan - ARIN Intermediate Unit 28
Room 171

10:00 a.m. - 10:45 a.m. Summary and Projections
Media Center

HAVE A SAFE TRIP HOME!

* Session held two different times